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ABSTRACT

This final report discusses the activities and outcomes of a study that investigated the involvement of American Indian/Alaska Native (AI/AN) and non-American Indian/Alaska Native parents of children with disabilities in the general educational and Individualized Education Program (IEP) processes, and the specific needs of parents that would encourage their greater participation in the IEP processes. A total of 132 parents responded to a parent involvement survey, including 34 AI/AN parents and 98 non-AI/AN parents. Results indicated that although AI/AN parents reported that they were not involved as members of a school committee, they were involved in the education of their children with disabilities by attending school events, helping their child complete teacher assigned home activities, establishing a home environment conducive to learning, receiving information from the school about their child, and volunteering at their child's school. Conversely, the data suggest that in the Individualized Education Program process, AI/AN parents were not involved to the same extent in the special education-specific parent roles. Few reported involvement in the roles of political advocate or member of family-directed or family-centered organizations. Finally, the majority of AI/AN parents reported that they always attend IEP meetings for their child. (CR)

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Student-Initiated Grant Project

A Comparison of American Indian and Non-American Indian Parental Involvement in the IEP Process: Perceived Needs for Involvement and Training

Project # H324B000011

Final Report

Submitted to

U.S Department of Education

Office of Special Education Programs

Submitted by

Dr. Anna Gajar (Project Director)

Rose Marie Matuszny (Student Investigator)

October 2002

U.S. DEPARTMENT OF EDUCATION
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Describe the Project

Goals of the project. The goal of this project was to develop a mixed-mode survey instrument (i.e., including a written mail-questionnaire and telephone survey) to use in gathering data to determine (a) the current general types of involvement (based on general types of parental involvement in the education of children identified by Epstein (1995)) and special education process roles (based on special education-specific roles that parents of children can participate in that have been identified by Turnbull and Turnbull (2000)) that American Indian/Alaska Native (AI/AN) and non-American Indian/Alaska Native (non-AI/AN) parents participated in, in the education of their children with disabilities during the 2001-2002 school year; (b) the perceived importance that AI/AN and non-AI/AN parents hold for literature identified needs that other AI/AN and non-AI/AN parents of children with disabilities have suggested encourage their increased participation in the Individual Education Plan (IEP) process for their children; (c) what AI/AN and non-AI/AN parents of children with disabilities perceive themselves to need to encourage their increased participation in the Individual Education Plan (IEP) process for their children; (d) to what extent AI/AN and non-AI/AN parents attend Individual Education Plan (IEP) meetings, and (e) the mode preferred by AI/AN and non-AI/AN parents for receiving information and/or training. It is believed that such information is useful when designing teacher training programs; when selecting and developing parent training programs that more specifically meet parents' needs; and in bringing about a greater awareness among special educators, administrators, and other service providers of what AI/AN and non-AI/AN parents need to encourage their increased participation in the IEP process for their children with disabilities. In this study, parents were asked directly about their involvement and needs because few such studies have been conducted, especially with AI/AN parents, and because many

professionals suggest that AI/AN parents do not participate in the IEP process to the same extent as other parents. An additional goal was to compare the answers provided by each parent group, within the participating school districts. The purpose for making comparisons was to determine whether there were any statistically significant differences in the types of general involvement and special education involvement roles that each group reported, and, more importantly, to determine if the needs of the two parent groups differed to a great enough extent to warrant the development of individualized parent training programs. If differences were found, the information would guide educators and educational administrators in meeting the needs specific to each parent group. However, comparisons between parent groups could not be made or tested statistically for any of the school districts that participated in this project, due to insufficient survey return rates, all were below 50% (Babbie, 1998). Additionally, random selection of parent participants was not employed in this project (based on recommendations by the project director) and, therefore, survey packets were sent to all parents of children with disabilities in each of the three participating school districts.

Changes. One change was made to the proposed goals in regard to the type of data that would be collected. Due to information identified in the literature that suggests that parents of children with disabilities may require more information related to their child's disability and their own parental right's, items were included in the survey to determine the mode in which parents would most prefer to receive such information and/or training. Additionally, three main changes were made in regard to the study participants. First, none of the original school districts (N = 4) maintained their participant status in the study, hence, new research sites had to be located. The second change was that random sampling of parents from each of the school districts was not conducted. The decision to forego random sampling was based on advice from

the Project Director, Dr. Anna Gajar. Dr. Gajar suggested that, to increase the chances of receiving a higher survey return rate, all parents with a child in special education in each of the three participating school districts should receive a survey. Therefore, instead of the originally projected 240 potential parent participants, 795 parents received the parent involvement survey (excluding those parents who participated in the survey pre-test). Finally, due to the increase in the number of potential participants, the honorarium that was provided to parent participants was changed from $10.00/person to $5.00/person.

Context

This project took place in three school districts, located in two states in the Midwestern United States. Seven-hundred ninety-five potential parent participants received surveys. Of these, approximately 298 were AI/AN parents of children with disabilities and 497 were non-AI/AN parents of children with disabilities. Administrators from the participating school districts requested that their school districts not be identified by name, therefore, participating district are identified as School District 1, 2, and 3 in the rest of this report.

One of the participating sites (School District 1), located in a suburban setting, is composed of a number of sub-groups, including AI/AN, Asian, black, white, and white-Hispanic. During the 2001-2002 school year, the district had a student population of 3,243 students, including 555 (17%) students who received special education services. The special education student population consisted of 40% Hispanic, 30% white, 17% AI/AN, 10% black, and 3 % Asian students.

The second participating district (School District 2) is located in a small rural town, on a federally recognized AI/AN reservation. The total school population in 2001-2002 was 439 and was predominately AI/AN (97%). The special education population in the district constituted

27% (N = 118) of the total school population. Seventy-five percent of the students who attended this school district during the 2001-2002 school year, qualified for the free or reduced lunch program. One building houses each grade level (i.e., K-12) and serves the entire district.

The third school district (School District 3) that participated in this project is located in a small rural town and serves a population consisting of predominantly AI/AN and white ethnic groups. This district served 509 students (78% white; 22% AI/AN) during the 2001-2002 school year, 24% of whom were enrolled in special education. During 2001-2002, 75% of the student population qualified for the free lunch program. The district includes one elementary/middle school and one high school. The students enrolled in special education during 2001-2002 constituted 24% of the student body.

How the Goals Were Accomplished

The goals were accomplished by (a) securing Human Subjects approval; (b) recruiting school districts that served AI/AN and non-AI/AN students to participate in the survey study; (c) developing two survey instruments that contained items to gather parent respondent data in the areas of demographics, parent involvement practices, perceived needs that could encourage increased involvement in the IEP process, and mode in which they most preferred to receive information relating to their child with disabilities; (d) translating the survey into Spanish for Spanish-speaking parents; (e) pretesting to socially validate each survey format (telephone and written) and items contained within; (f) sending out presurvey letters to inform parents of the purpose and details of the survey, their participant rights, and contact information; (g) sending the first survey, reminder card, second survey, and final reminder/thank you letter to parents of children with disabilities in the three participating districts, over a 8-week period; and (h) entering and analyzing data (descriptive) using the SPSS 10.0 statistical computer program.

Finally, a webpage was designed in order to disseminate the results of this project to the general public and information was sent to each of the participating districts to share the results of the survey study with educators, administrators, and parents of children with disabilities in each of the participating school districts. Although the report has not yet been submitted to an educational journal, plans to write and submit an article based on the findings from this study are projected for spring 2003.

Problems Encountered, Solutions, and Lessons Learned

Four main problems were encountered during the project. The problems included maintaining school district participation, communicating the importance of following certain survey distribution protocol to one on-site assistant, obtaining an adequate survey return rate to conduct statistical analyses, and identifying a non-AI/AN comparison group to match the district the district serving a large percentage of AI/AN students (i.e., School District 2). Each problem is addressed separately, below, and includes the corresponding solutions and lessons learned.

Problem One

According to the original project plan, four public school districts, each serving AI/AN, and non-AI/AN student populations, were to participate in this study. However, all four of the originally identified school district/participants withdrew or were dropped from the study. These changes occurred because of (a) administrators' beliefs that their districts were not appropriate sites for the study (i.e., School District A and School District B), (b) low survey pre-test return rates (School District C), and (c) an administrative change in one school district (i.e., School District D).

Early in the project, prior to conducting the pre-test of the two survey formats (October 2000), administrators from two of the four original participating school districts decided to

withdraw from the study (i.e., School Districts A and B). Their decision to withdraw was based on their beliefs that their districts were not appropriate for the study. Additionally, in February 2001, a third district (i.e., School District D) was dropped from the study after repeated, failed attempts (over a three month period) to contact the special education coordinator (i.e., on-site contact person). The third school districts' administrator, was very supportive of the parent survey project; however, early in the project he resigned from his administrative position as Commissioner of Education and it is believed that this administrative change may have contributed to the breakdown in communication and support for the survey project. The fourth district (School District C) was dropped from the study in April 2002, based on strong suggestions from the administrator to withdraw the district from participant status, due to the low survey pre-test return rate (i.e., only 1 out of 40 surveys were returned).

Solutions to problem one: The participant drop-out problem was partially solved by identifying two other school districts who agreed to participate in the study (both located in Nebraska). However, one of the two districts (i.e., School District 2) had a higher AI/AN student population was initially suggested. Unfortunately, by the time the misinformation was clarified, the district had already invested much time in making pre-survey arrangements and participating in the survey pretest. It was suggested by the project director that a nearby, similar, school district be recruited as a comparison group; however, after some discussion, the project director and other research experts from the student investigator's doctoral committee agreed that there is no appropriate match for a public school located on an Indian reservation. The other addition to the school district participant pool occurred prior to the time that School District D was dropped from the study. The administrator from School District C recommended that the student researcher contact a nearby school district that serves AI/AN and non-AI/AN students for

possible participation. An administrator from the suggested district (i.e., School District 3) was contacted and agreed to participate in the study. No replacement was identified for the School District C, however, due to district time constraints and grant deadlines.

Lessons learned from problem one. It is evident that researchers must be flexible and must prepare in advance for interruptions in the research plan (e.g., participant attrition). Obtaining specific information about potential participants is a factor that must be carefully examined before a study begins. Finally, it can not be assumed that specifying participant parameters is sufficient cause to believe that the contact person fully understands the type of participants the researcher requires.

Problem Two

The second major problem encountered during this project was in communicating to one of the three on-site research assistants (i.e., School District 3), the importance of following research protocol (i.e., hand written addresses vs. computer printed labels). Numerous phone calls were made and e-mails sent to reiterate the importance of following the exact steps prescribed for distributing the parent surveys. When the student researcher called the on-site assistant to make sure that the survey envelopes were hand-addressed and sent out, the on-site assistant told me that she had "...just applied all of the address labels and sent the surveys out". (Note: The use of printed address labels is not considered to be the best practice in survey research, according to numerous survey experts). Many research experts agree that survey envelopes should be hand-addressed to prevent the envelopes from looking like bulk mail, which is often ignored by recipients (Borg & Gall, 1989; Dillman, 1978; Fowler, 1993; Salant & Dillman, 1994).

Solutions to problem two. Nothing could be done to change what had already occurred (i.e., computer labels vs. hand-written addresses; participants who were not appropriate to the study).

Lessons learned from problem two: Lessons learned from the communication problems were that, in future survey studies, it may be more effective for a researcher to acquire survey recipients' addresses and hand-address survey packets. An alternate plan would be to recruit on-site assistants with previous background knowledge about research protocol (i.e., brief training may not be sufficient). Perhaps sending research assistants published information regarding survey protocol would support the researcher's requests for and the reasons for adhering to certain procedures, such as hand-addressing survey envelopes.

Problem Three

The survey return rate for this project was not sufficient to conduct statistical analyses of the acquired survey data. According to Babbie (1998) "...a response rate of at least 50% is adequate for [statistical] analysis and reporting" (p. 262). Although every suggestion contained in the research literature for increasing the survey return rate was employed, School District 2 had the largest return rate (33.3%) and School District 3 had the lowest return rate (1.5%). The strategies that were employed to garner a higher return rate included (a) sending a preletter, to explain the purpose and benefits of the study, to each potential participant in each of the three participating school districts two weeks prior to distributing the actual survey; (b) designing the survey for ease in completion, although it did contain a few open-ended items; (c) sending out the actual survey two to three weeks after the preletter was sent; (d) sending each participant a reminder card two weeks after the initial survey packet was sent; (e) sending each parent a second survey (two weeks after the reminder card) in case the first was misplaced or lost; (f) providing participants with the option to request a telephone survey, in case they were uncomfortable completing the written survey, had literacy problems, or physical disabilities (although few parents requested this option); (g) making available an honorarium of $5.00 toeach participant

who completed and returned their survey and Honorarium Card (i.e., the Honorarium Card was included in the survey packet so respondents could provide their names, addresses, and social security numbers in order for checks to be distributed). Each of the steps that were employed in this study are methods that research experts prescribe for increasing survey response rates (Borg & Gall, 1989; Dillman, 1978; Fowler, 1993; Salant & Dillman, 1994). Seven hundred and ninety-five survey packets were sent to potential parent participants in the first survey mailing and approximately 765 second mailings were distributed by U.S. Mail.

Solution to problem three: A final reminder note was distributed in a last attempt to convince parents to complete and return the surveys. It is believed that this strategy had some effect in two of the districts, since a few surveys were returned from those districts two weeks after the return deadline date.

Lessons learned from problem three: It was evident from this project that it is very difficult to get parent respondents to complete and return written, mail surveys. It would probably be more beneficial and cost effective to conduct written surveys during one or more parent nights or during other community gatherings. The literature on survey research suggests that gathering data through mail surveys is typically more cost effective than traveling to on-site locations to gather data. However, while there are benefits to mail surveys, such as preventing participant bias, allowing participants more time to think about their answers, and reaching a greater number of potential participants, it does not seem to be effective in all situations. When working with parent groups, researchers should consider the use of qualitative methods for data collection, such as focus groups or telephone interviews as they may experience a greater success rate when working with parent groups. Finally, I believe that the length of the survey made a difference in

the return rate. It would be helpful to cut the length of the survey by about 50%, perhaps leaving out the section on general types of involvement.

Problem Four

The misunderstanding by administrators and secretaries at School District 2, regarding the type of participant site that was needed for this study (i.e., a mixed population of AI/AN and non-AI/AN parents of children with disabilities who were receiving special education services in the school district), created the need to identify a non-AI/AN parent comparison group, due to the high percentage of AI/AN students being served in that district. However, there was no group that could be considered a match, because there was no public school district on a nearby reservation that served a large number of non-AI/AN students with disabilities.

Solution to problem four: This problem could not be resolved. The district could have been dropped from the study, but it seemed unethical to do this, based on the time that the district had already invested and in case not many surveys were returned by AI/AN parents in the two other participating school districts. It was believed that we needed to keep this School District 2 to supplement any other information gathered in the study.

Lessons learned from problem four: Researchers cannot assume that individuals at a site of interest fully understand, even when specific directions are given, what the participant parameters are and whether the individuals in their situation match the purposes of the study. It is important, therefore, that the researcher double check the characteristics of potential participants before including them in a study.

Results

The survey return rate for each participating school district was (a) 18.3% for School District 1 (N = 110 of 605 potential parent participants), (b) 33.3% for School District 2 (N = 20 of 60

potential participants), and (c) 1.3% for School District 3 (N = 2 of 130 potential parent participants). Overall, 132 parents of children with disabilities participated in the study (34 AI/AN; 98 non-AI/AN). Parents from School District 1 included 13 AI/AN and 97 non-AI/AN parents, School District 2 included 19 AI/AN parents and one non-AI/AN parent, and School District 3 included two AI/AN parents. Due to the extremely low survey return rate for School District 3, highlights of the results will only be presented for School Districts 1 and 2. Additionally, the data provided by the only non-AI/AN parent respondent from School District 2 will not be discussed, but can be examined in Tables B1-B8, located in Appendix B. Demographic data for each school district can be examined in Appendix A and survey data representing parents' involvement, needs, and preferences for each district can be examined in detail in Appendix B (Tables B1-B8). Data reported by parent respondents are based mainly on their experiences during the 2001-2002 school year. Note that the column totals, within Tables B1-B8, varies, since some parents did not answer every survey item or because answers were deleted if a respondent provided more than one answer where only one answer was required. Codes that were created for the answers that parents provided to open-ended survey items (i.e., regarding what they personally perceived themselves to need to encourage their increased involvement in the assessment, placement, and IEP development components of the IEP process) are defined in Appendix C. Finally, a copy of each of the survey formats (i.e., telephone and written/mail survey), the cover letter, reminder card, honorarium card, telephone request card, and the last reminder notice that was sent to parents in each of the three school districts, is available for review in Appendix D.

Demographic information. Most of the parent respondents were AI/AN (School District 1 = 76.9%; School District 2 = 84.2%) and non-AI/AN (School District 1 = 72.2%) mothers of

children with disabilities. At the time of the study, the majority of parent respondents reported that only one child with disabilities resided in their home (School District 1: AI/AN = 76.9%, Non-AI/AN = 75.3%; School District 2: AI/AN = 78.9%) and that their children ranged in age from 3 to 18 years. The annual household income reported by most AI/AN parent participants was $19,999 per year or less (School District 1 = 53.9%; School District 2 = 68.4%) while most non-AI/AN parents reported annual household incomes above $20,000 (School District 1 = 61.9%). The majority of AI/AN and non-AI/AN parents reported that the highest level of education they had completed was high school (School District 1: AI/AN = 69.4 %, non-AI/AN = 53.6; School District 2: AI/AN = 57.9%). (See Appendix A for further demographic details)

General Types of Parental Involvement Reported by Parents

American Indian/Alaska Native and non-AI/AN parent respondents indicated that they were involved in three or more of the seven types of parent involvement identified by Epstein (1995). Data reported by parents follow and are organized by parent group (i.e., AI/AN or non-AI/AN) and school district (i.e., School District 1 and School District 2).

American Indian/Alaska Native parents. All the AI/AN parent respondents from School District 1 indicated that they were involved in "establishing home conditions for their child that are conducive to learning" (100%), especially through supplying school supplies (84.6%) and the fewest parents were involved as members of school committees (0%). All the AI/AN parent respondents from School District 2 indicated that they were involved in "establishing home conditions for their child that are conducive to learning" (100%), especially through supplying school supplies (89.5%) and the fewest were involved as "members of a school committee" (26.3%). (See Appendix B, Table B1 for further details)

Non-American Indian/Alaska Native parents. Most of the non-AI/AN parents from School District 1 reported that they were involved in "establishing home conditions for their child that are conducive to learning" (97.9%), especially through supplying school supplies (92.8%). The fewest parents were involved as members of school committees (39.2%). (See Appendix B, Table B1 for further details)

Involvement in IEP Process-Related Parent Roles

Data were gathered for five of the seven parent involvement roles (related to the special education process) that Turnbull and Turnbull (2000) have identified. The involvement roles assessed included (a) Member of a Family-centered or Family–Directed Organization (i.e., for families of a child with disabilities), (b) Passive Recipient of Professionals' Decisions, (c) Follow-through Educator who helps carry out school planned education and other interventions for their child, (d) Decision-maker and partner in developing and carrying out goals and objectives of the child's IEP, and (e) Political Advocate (e.g., obtained services, created right's and/or entitlements, prevented discrimination for child).

American Indian/Alaska Native parents. All the AI/AN parents from School District 1 reported that they were involved in the education of their children as "Follow-Through Educators who help in carrying out school planned education and other interventions (100%) and the fewest reported involvement as "Members of a Family-Centered or Family–Directed Organizations" (7.7%) and "Passive recipients of professionals decisions" (7.7%). The AI/AN parents from School District 2 indicated that, as a group, they were most involved as "Decision-maker and Partner in developing and carrying out goals and objectives of the child's IEP" (69.2%) and the fewest parents reported involvement as "Members of a Family-Centered or Family–Directed

Organizations" (7.7%). (Refer to Appendix B, Table B2 for further details about parents reported involvement in special education roles)

Non-American Indian/Alaska Native parents. Most non-AI/AN parent respondents from School District 1 reported that they were most involved as "Follow-Through Educators, helping to carry out school planned education and other interventions" (79.4%). The fewest parent respondents indicated that they were involved in the role of "Passive Recipient of Educational Professionals' Decisions (13.4%). (Refer to Table B2, Appendix B for further details)

Attendance at IEP Meetings

Parents were asked to indicate how often they attended the Individual Education Plan meeting for their children. Answer choices ranged from "Always" to "Never". Results for each parent group follow.

American Indian/Alaska Native parents. The majority of AI/AN parents in School District 1 indicated that they "always" (76.9%) attend their child's IEP meetings. The majority of AI/AN parents from School District 2 reported that they "always" (61.1%) attend their child's IEP meeting. (See Appendix B, Table B3 for additional data)

Non-*American Indian/Alaska Native parents.* The majority of non-AI/AN parents indicated that they "always" attend IEP meetings for their children (75.3%). Two parents (2.1%) reported that they have "never" attended an IEP meeting for their child. (See Appendix B, Table B3 for additional data)

Perceived Importance of Literature-Identified Needs for Increasing Involvement

Parent respondents were asked to rate (i.e., "very important", "somewhat important", or "not at all important"), according to their personal perceptions and needs, needs identified in the literature that other parents of children with disabilities have suggested would encourage their

increased involvement in the IEP process. Overall, the majority of AI/AN and non-AI/AN parents from School Districts 1 and 2 rated each of the 10 literature-identified needs as "somewhat important" to "very important".

American Indian/Alaska Native parents. The majority of AI/AN parents from School District 1 indicated that, as a group, they perceive "information provided by school staff about how to participate in the IEP process" as "very important" (92.3%) for encouraging their increased involvement in the IEP process for their child, while the fewest AI/AN parents rated "childcare at the IEP meeting" as "very important" (46.2%) in encouraging them to increase involvement in the IEP process. As a group, parents from School District 2 indicated that they perceive "information about parental right's as they relate to their child with a disability" as "very important" (88.2 %) for encouraging their increased involvement in the IEP process for their child, while the fewest AI/AN parents indicated that "childcare at the IEP meeting" to be "very important" (23.1%) for encouraging their increased involvement in the IEP process. (See Appendix B, Table B4, for further details regarding parents' rating data)

Non-American Indian/Alaska Native parents. The majority of non-AI/AN parents indicated that they perceive "professionals who use understandable language (i.e., not educational jargon) during IEP meetings" to be "very important" (90 %) for encouraging their increased involvement in the IEP process. The fewest non-AI/AN parent respondents identified "childcare available at IEP meetings (34.1 %)" as "very important" for encouraging their increased involvement in the IEP process for their children with disabilities. (See Appendix B, Table B4, for further details regarding parent responses to literature-identified needs)

Reported Needs for Encouraging Increased Involvement in Subcomponents of the IEP Process

The last section of the survey (i.e., Item 22) included three open-ended questions that required respondents to provide independent answers (i.e., rather than selecting from predetermined answer choices) about what they believed they needed to encourage their increased involvement in each of three subcomponents of the IEP process (i.e., assessment, placement, and IEP development) for their children with disabilities. The written responses to these items were coded and, based on the results from a reliability check, coding reliability was determined to be acceptable (96%). (See Appendix C to review detailed code definitions)

American Indian/Alaska Native parents. Eleven of the 13 AI/AN parent respondents from School District 1 (84.6%) provided a response to the open-ended item regarding assessment, seven (53.8%) responded to the item regarding placement, and 8 (61.5%) responded to the item regarding the development of the IEP. The largest percentage of parents indicated that more communication (36.4%) with school staff is needed to encourage their increased involvement in the assessment process for their children. Those who indicated satisfaction with their involvement in the assessment process included fewer parents (9.1%). *Placement:* Of the parents who responded to this item, 42.9% indicated the need for more "communication" between themselves and school staff and 42.9% indicated the need for a "school staff who demonstrates positive characteristics" when involved with parents and children. No respondent indicated that they were satisfied with their current involvement in the placement component of the IEP process. *IEP development:* As a group, the largest percentage of AI/AN parents who responded to this item indicated that a "school staff that demonstrates positive characteristics" toward parents and children (37.5%) is needed to encourage their increased participation in the development of the IEP. (See Appendix B, Table B5 for further details)

Nine of the 19 AI/AN parent respondents from School District 2 (47.4%) provided a response to the open-ended item regarding assessment, nine parents (47.4%) responded to the item regarding placement, and six parents (31.6%) responded to the item regarding the development of the IEP. The largest percentage of parents indicated that more "information" (44.4%) from the school about their child would encourage their increased involvement in the assessment process, and few parents indicated that they are satisfied with their involvement in the assessment process (22.2%). *Placement:* The largest percentage of parents indicated that "information" (33.3%) provided by the school about their child is needed to encourage their increased involvement in the placement process, and one respondent (11.1%) indicated satisfaction with their current involvement in the placement component of the IEP process. *Development of the IEP:* As a group, most AI/AN parents (50%) in School District 2 indicated that more "communication" is needed to encourage their increased participation in developing the IEP for their children. No one (0%) reported that they were satisfied with their involvement in the development of the IEP plan. (See Appendix B, Table B5 for further details)

Non-American Indian/Alaska Native parents. Of the 97 non-AI/AN parent respondents who returned a survey, 22 (22.7%) from School District 1 responded to the open-ended assessment question, 18 (18.6%) responded to the placement question, and 23 (23.7%) responded to the question regarding the development of the IEP plan. *Assessment:* The largest percentage of non-AI/AN parent respondents (31.2%) indicated that they are satisfied with their involvement in the assessment component of the IEP process while the smallest percentage (9.1%) suggested that "information" is needed to encourage their increased involvement in this process. *Placement:* In regard to the placement process, an equal percentage of parents indicated that they need more "communication" with school staff (27.8%) as those who indicated that they are satisfied with

their involvement (27.8%). *IEP:* The largest percentage of parents indicated that, in the development of the IEP plan for their children, increased communication with school staff (30.4%) would encourage their increased participation. (See Appendix B, Table B5 for further details)

Preferred Modes for Receiving Information and/or Parent Training

Parents were asked to rate four modes of delivering information, under each of two categories of information distribution (i.e., tangible and person-to-person), according to their preferences. Choices ranged from 1 "most preferred" to 4 "least preferred". Some data was excluded from the final analyses since some parent respondents rated only one choice or did not rate choices as directed (e.g., indicated a "1" for two choices). (See Appendix B, Tables B6 and B7, to review additional data)

American Indian/Alaska Native parents. The largest percentage of AI/AN parents in School District 1 ranked "A Parent Center where I could borrow materials to use when I work with my child" (41.7%) as the preferred mode for receiving tangible information (i.e., written information that they can keep) and "A Weekly Telephone Call from the Teacher" (58.3%) as the preferred mode for receiving information person-to-person.

The AI/AN parents from School District 2 ranked "A Parent Center where I could borrow materials to use when I work with my child" as the preferred mode for receiving tangible information (i.e., written information that they can keep) (41.7%) and "Parenting Classes to provide ideas about how to work my child at home" as the preferred mode for receiving information person-to-person (53.3%).

Non-American Indian/Alaska Native parents. The non-AI/AN parents from School District 1 ranked "A parent center where I could borrow materials to use when I work with my child"

(49.3) as their first choice of mode for receiving tangible information from their child's school and "a weekly telephone call from the teacher" as the preferred mode for receiving information person-to-person (35.5%). (See Appendix B, Tables B6 and B7, to review data)

Implications for practice, policy, and future research

General Parental Involvement Types and Special Education –Specific Roles

The general types of involvement that AI/AN parents from School District 1 participated in during the 2001-2002 school year included six of the seven general parent involvement types that Epstein (1995) has identified. Although AI/AN parents from School District 1 reported that they were not involved as "members of a school committee" they were involved in the education of their children with disabilities by "attending school events", "helping their child complete teacher assigned home activities", "establishing a home environment that is conducive to learning", "receiving information from the school about their child", and "volunteering at their child's school". Conversely, the data suggest that, in the IEP Process, AI/AN parents from School District 1were not involved to the same extent in the special education-specific parent roles that Turnbull and Turnbull (2000) have identified. While the majority of AI/AN parents from School District 1 reported that they were involved during 2001-2002 as "follow-through educators in helping to carry out school planned education and other interventions for their children", as "decision-making partners with educators in developing and carrying out the IEP goals and objectives for their children", and not as "passive recipients of professionals decisions about their child", few reported involvement in the roles of "political advocate" or "member of family-directed or family-centered organizations". Finally, related to the involvement roles included in Turnbull and Turnbull's model, the majority of AI/AN parents from School District 1 reported that they always attend IEP meetings for their child.

Interestingly, a greater percentage of AI/AN parents from School District 2, reported involvement in each of the seven types of parent involvement identified by Epstein (1995) than AI/AN parents from School District 1. The majority of AI/AN parents from School District 2 also reported that they always attend IEP meetings for their children, although the percentage was slightly lower than that reported by AI/AN parents of children with disabilities in School District 1. Additionally, as a group, a smaller percentage of AI/AN parents from School District 2 were involved in the special education–specific roles identified by Turnbull and Turnbull (2000) than was reported by AI/AN parents from School District 1. Conversely, a greater percentage of AI/AN parents in School District 2 were involved as "members of a school committee" during 2001-2002 than AI/AN parents from School District 1 were.

Although the majority of non-AI/AN parents from School District 1 were involved in only five of the seven types of parent involvement described by Epstein (1995), as a group, they reported participation in each of the seven parent involvement types. A greater percentage of non-AI/AN parents of children with disabilities were involved in their child's education by "helping their children with teacher-assigned home activities", "receiving information from the school about their child", "volunteering in the school", and by joining as "members of school committees" than was reported by AI/AN parents of children with disabilities in the school district. Conversely, a somewhat smaller percentage of non-AI/AN parents reported involvement in "collaborating and exchanging information with community agencies" than did AI/AN parents in their district. Surprisingly, an even smaller percentage of non-AI/AN than AI/AN parents from the School District 1 reported involvement in four of the five special education-specific roles that were identified by Turnbull and Turnbull (2000) and assessed in the survey. The only role that non-AI/AN parents reported a larger percentage of involvement in was the role of "passive

recipient of professionals' decisions about their child", almost twice the percentage of non-AI/AN reported involvement in this role than was reported by the AI/AN parent group.

Needs for Encouraging their Increased Involvement in the Special Education Process

Although the majority of AI/AN parent respondents from School District 1 agreed with nine of the 10 literature identified needs that other parents of children with disabilities have suggested, if met, would encourage their increased participation in the IEP process for their children, the greatest percentage indicated that they agreed that "information provided by the school about how to participate in the IEP process" is what they need to encourage their increased participation in the IEP process. Specifically, AI/AN parents indicated, in their response to open-ended survey items, that increased communication (e.g., by explaining the assessment process, students strengths and weaknesses, and outcomes for their child) between themselves and the school staff is what is needed to encourage their increased participation in the assessment subcomponent of the IEP process and in the development of the IEP plan. Parents also indicated that, increased communication between themselves and school staff (e.g., discussing placement options) and a school staff that exhibits positive characteristics (e.g., empathy; listening to and respecting parents opinion) toward them and their children would encourage their increased involvement in the placement component of the IEP process. Finally, the largest percentage of parents suggested that they need school staff to demonstrate positive characteristics toward them (e.g., especially listening to the parents concerns and ideas) to encourage their increased participation in the development of the IEP plan for their children.

The majority of AI/AN parent respondents from School District 2 agreed with eight of the 10 literature identified needs that other parents of children with disabilities have suggested, if met, would encourage their increased parent participation in the IEP process. However, the

greatest percentage of AI/AN parents from this district indicated that they agreed that "information provided by the school about parent rights' as they pertain to their child with a disability" is needed to encourage their increased participation in the special education process. Parents who responded to the open-ended items related to the assessment, placement, and IEP plan subcomponents of the IEP process, suggested that, to encourage their increased involvement in these subcomponents of the IEP process, they need more information from the school (e.g., about their child's progress, the options available, and how to participate in the assessment and placement components of the IEP process). Parents also identified a staff that demonstrates positive characteristics (e.g., empathy toward the family situation and their children's needs; listening to and considering parent input) toward them and their children would encourage their increased involvement in the development of the IEP for their children.

The non-AI/AN parents from School District 1 agreed with seven of the 10 literature identified needs that other parents of children with disabilities have suggested, if met, would encourage their increased parent participation in the IEP process. However, the greatest percentage of non-AI/AN parents from this district indicated that they agree that "professionals who use understandable language (i.e., no jargon) during meetings with parents" is what is needed to encourage their increased participation in the special education process. In addition, parents who responded to the open-ended item related to the assessment subcomponent of the IEP process, suggested that, they were satisfied with their involvement in the assessment subcomponent of the IEP process. However, parents suggested that a school staff that demonstrates positive characteristics toward them and their children and increased communication are needed to encourage them to increase their involvement in the placement component of the IEP process (e.g., letting parents know what placement options are available in

the district). Finally, non-AI/AN parents suggested that increased communication between themselves and school staff would encourage them to increase their involvement in developing the IEP plan for their children.

The findings from this study, though not specifically generalizable to other AI/AN parent groups, or other non-AI/AN parent groups, due to the small survey return rate and the lack of random selection of participants, do not support the claims that are made by some educational professionals, and advocates of AI/AN children with disabilities. Many have suggested that there is low involvement of AI/AN parents in the education of children with disabilities. In this study, AI/AN parents of children with disabilities in School District 1 reported greater involvement in the IEP process that did non-AI/AN parents of children with disabilities, although they did not report involvement in advocacy or decision-making roles on school committees. Perhaps AI/AN parents are assumed to be less involved because they do not participate in these more noticeable, proactive roles, that are often instrumental in securing programs, or making changes that affect more than one child with disabilities. These roles may be perceived by some professionals to be of greater value to children and, to a great extent, the proactive roles parents have taken historically, have led to positive changes in the education system for children with disabilities (Turnbull & Turnbull, 1998). Due to educational issues, such as overrepresentation and the lack of AI/AN professionals in schools that serve AI/AN children, AI/AN parents may need to actively pursue information by initiating communication with school staff. Additionally it is suggested that educational professionals prepare and/or select information packets and training programs after asking parents directly about what they need to become more actively (or proactively) involved in the education of their children with disabilities. Parents have suggested that that training on how to work with their children, a parent center where they can borrow

materials, increased communication with school staff, positive staff characteristics, professionals who use understandable language, and information are all necessary to helping them participate more fully in the education process.

Implications for Policy

With the upcoming reauthorization of 105-17, The Individuals with Disabilities Education Act (1997), it would seem most appropriate to suggest to Congress that specific mandates be added to the law to aid in increasing parent involvement in the IEP process. To suggest that more parent involvement is needed will not suffice. By including mandates for annual or biannual parent training sessions in schools, the development of videotapes for those parents who cannot attend training meetings at the school, and inservice training that is developed with parent input (to help educators better understand parent needs), schools may witness an increase in parent-teacher partnerships and fewer due process hearings and legal problems.

Recommendations for OSEP

Grants should be made available to school districts who want to develop and open parent centers where parents can (a) access materials to use with their children, (b) access parent training sessions that can teach them how to work with their children with disabilities, how to communicate with educational professionals, and how to communicate with other parents of children with disabilities. This type of parent-child support will help parents become more comfortable as they work their way toward more active roles in the education of their children.

Appendix A

Table A1 (continued). Demographic Data of American Indian/Alaska Native and Non-American Indian/Alaska Native Parent Participants of Three School Districts in the Midwestern United States

Variable	School District 1				School District 2				School District 3			
	AI/AN		Non-AI/AN		AI/AN		Non-AI/AN		AI/AN		Non-AI/AN	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
Annual Household Income:												
a. $ 9, 999 or less	4	30.8	9	9.3	9	47.3	--	--	2	100	--	--
b. $ 10,000 - $19,999	3	23.1	28	28.9	4	21.1	--	--	--	--	--	--
c. $20,000 or more	6	46.2	60	61.9	6	31.6	1	100	--	--	--	--
Total	13		97		19		1		2		--	
Highest Level of Education:												
a. Some High School	2	15.4	15	15.5	4	21.1	--	--	1	50	--	--
b. High School Degree	9	69.4	52	53.6	11	57.9	--	--	1	50	--	--
c. 2 to 4 years college	1	7.7	18	18.6	4	21.1	1	100	--	--	--	--
d. Some graduate school	1	7.7	--	--	--	--	--	--	--	--	--	--
e. Graduate Degree	--	--	5	5.2	--	--	--	--	--	--	--	--
Total	13		97		19		1		2		--	

Table A1 (continued). Demographic Data of American Indian/Alaska Native and Non-American Indian/Alaska Native Parent Participants of Three School Districts in the Midwestern United States

Variable	School District 1				School District 2				School District 3			
	AI/AN		Non-AI/AN		AI/AN		Non-AI/AN		AI/AN		Non-AI/AN	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
*Age of child with disability on whom parent based survey answers:												
a. 3 to 6 years	1	7.7	8	8.2	--	--	--	--	--	--	--	--
b. 7 to 10 years	6	46.2	29	29.9	10	52.7	1	100	2	100	--	--
c. 11 to 14 years	4	30.8	44	45.4	6	31.6	--	--	--	--	--	--
d. 15 to 18 years	2	15.4	13	13.5	3	15.9	--	--	--	--	--	--
Total	13		97		19		1		2		--	

*If more than one child in the home received special education services, parent respondents were asked to provide answers to survey items 3-22 based on the child for whom they were most involved in the IEP process during the 2001-2002 school year.

Table A1. (continued). Demographic Data of American Indian/Alaska Native and Non-American Indian/Alaska Native Parent Participants of Three School Districts in the Midwestern United States (2001-2002 school year)

Variable	School District 1				School District 2				School District 3			
	AI/AN		Non-AI/AN		AI/AN		Non-AI/AN		AI/AN		Non-AI/AN	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
Number of children in the home receiving special education services:												
a. 1	10	76.9	73	75.3	15	78.9	1	100	1	50	--	--
b. 2	1	7.7	17	17.5	2	10.5	--	--	1	50	--	--
c. 3	1	7.7	6	6.2	2	10.5	--	--	--	--	--	--
d. 4	1	7.7	1	1.0	--	--	--	--	--	--	--	--
Total	13		97		19		1		2		0	

Table A1. Demographic Data of American Indian/Alaska Native and Non-American Indian/Alaska Native Parent Survey Participants from Three School Districts (2001-2002 School Year)

Variable	School District 1				School District 2				School District 3			
	AI/AN		Non-AI/AN		AI/AN		Non-AI/AN		AI/AN		Non-AI/AN	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
Respondents' relationship to Child w/ Disability:												
a. Father	--	--	12	12.4	1	5.3	--	--	--	--	--	--
b. Adoptive Father	--	--	2	2.1	--	--	--	--	--	--	--	--
c. Grandfather	--	--	1	1.0	1	5.3	--	--	--	--	--	--
d. Mother	10	76.9	70	72.2	16	84.2	1	100	2	100	--	--
e. Adoptive Mother	2	15.4	3	3.1	--	--	--	--	--	--	--	--
f. Foster Mother	1	7.7	3	3.1	--	--	--	--	--	--	--	--
g. Grandmother	--	--	3	3.1	--	--	--	--	--	--	--	--
h. Other	--	--	3	3.1	1	5.3	--	--	--	--	--	--
Total	13		97		19		1		2		0	

Table B1. *Epstein's General Types of Parental Involvement Reported by American Indian/Alaska Native and Non-American Indian/Alaska Native Parents of Children with Disabilities*

Involvement Types and Associated Activities	*School District 1*				*School District 2*				*School District 3*			
	AI/AN		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
1. Attends School Events:	(12	92.3)	(91	93.8)	(18	94.7)	(1	100)	(2	100)	NA	NA
a. plays	5	38.5	32	33.0	9	47.4	1	100	--	--	NA	NA
b. sports events	3	23.0	39	40.2	9	47.4	1	100	--	--	NA	NA
c. dinners	1	7.7	11	11.3	5	26.3	1	100	1	50	NA	NA
d. carnivals	6	46.2	53	54.6	1	5.3	--	--	--	--	NA	NA
e. Parent-Teacher association meetings	9	69.2	55	56.7	14	73.7	1	100	1	50	NA	NA
f. Other	3	23.1	27	27.8	6	41.6	--	--	--	--	NA	NA
g. Not involved	1	7.7	6	6.2	1	5.3	--	--	--	--	NA	NA
2. Helps child complete teacher-assigned home projects:	(8	61.5)	(81	83.5)	(15	78.9)	(1	100)	(2	100)	NA	NA
a. 3-5 times/week	4	30.8	44	45.8	6	31.6	--	--	1	50	NA	NA
b. 1-2 times/week	4	30.8	37	38.5	9	47.4	1	100	1	50	NA	NA
c. Not involved	5	38.5	15	15.6	4	21.1	--	--	--	--	NA	NA
Total	13		96		19		1		2			

Numbers in parentheses show overall number of respondents who reported involvement in one or more ways under the indicated involvement type and are not included in column total.

Table B1 (continued). *Epstein's General Types of Parental Involvement Reported by American Indian/Alaska Native and Non-American Indian/Alaska Native Parents of Children with Disabilities*

Involvement Types and Associated Activities	*School District 1*				*School District 2*				*School District 3*			
	AI/AN		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
3. Establishes home environment conducive to learning:	(13	100)	(95	97.9)	(19	100)	(1	100)	(1	50)	NA	NA
a. books	9	69.2	69	71.1	7	36.8	1	100	--	--	NA	NA
b. school-type supplies	11	84.6	90	92.8	17	89.5	1	100	1	50	NA	NA
c. quiet study space	8	61.5	70	72.2	9	47.4	1	100	--	--	--	--
4. Receives information about child from school:	(8	61.5)	(91	93.8)	(18	94.7)	(1	100)	(2	100)	NA	NA
a. weekly newsletter	6	46.2	51	52.6	12	63.2	--	--	--	--	NA	NA
b. regular progress notes	10	76.9	50	51.5	15	78.9	1	100	2	100	NA	NA
c. meeting notices	12	92.3	76	78.4	13	68.3	1	100	--	--	NA	NA
d. about disability	3	23.1	35	36.1	9	47.4	--	--	--	--	NA	NA
e. legal right's	7	53.8	47	47.4	11	57.9	--	--	--	--	NA	NA
f. Did not receive	5	5.2	1	5.3	1	5.3	--	--	--	--	NA	NA

Numbers in parentheses show overall number and percentage of respondents who reported involvement in one or more ways under involvement type and are not included in column total.

Table B1 (continued). *Epstein's General Types of Parental Involvement Reported by American Indian/Alaska Native and Non-American Indian/Alaska Native Parents of Children with Disabilities*

Involvement Types and Associated Activities	*School District 1*				*School District 2*				*School District 3*			
	AI/AN		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
5. Volunteers at school	(6	46.1)	(60	61.9)	(14	73.7)	--	--	(1	50)	NA	NA
a. class parties	4	30.8	40	41.2	9	47.4	--	--	--	--	NA	NA
b. chaperone	1	7.7	24	24.7	3	15.8	--	--	1	50	NA	NA
c. makes teaching materials for class	3	23.1	13	13.4	4	21.1	--	--	--	--	NA	NA
d. fundraising events	1	7.7	24	24.7	2	10.5	--	--	--	--	NA	NA
e. guest speaker	1	7.7	9	9.3	1	5.3	--	--	1	50	NA	NA
f. areas other than child's classroom	3	23.1	4	4.1	1	5.3	--	--	--	--	NA	NA
g. Not involved this way	7	53.8	37	38.1	5	26.3	1	100	1	50	NA	NA
6. Member of school committee:	--	--	(38	39.2)	(5	26.3)	--	--	--	--	NA	NA
a. parent committee	--	--	20	20.6	3	15.8	--	--	--	--	NA	NA
b. School parent-teacher association	--	--	16	16.5	--	--	--	--	--	--	NA	NA
c. Not involved this way	13	100	59	60.8	14	73.7	1	100	2	100	NA	NA

Numbers in parentheses show overall number and percentage of respondents who reported involvement in one or more ways under involvement type and are not included in column total.

Table B1 (continued). *Epstein's General Types of Parental Involvement Reported by American Indian/Alaska Native and Non-American Indian/Alaska Native Parents of Children with Disabilities*

Involvement Types and Associated Activities	*School District 1*				*School District 2*				*School District 3*			
	AI/AN		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
7. Collaborates and exchanges information with community agencies:	(7	53.8)	(41	42.3)	(13	68.4)	(1	100)	--	--	NA	NA
a. health services	6	46.2	26	26.8	9	47.4	1	100	--	--	NA	NA
b. Vocational training	1	7.7	3	3.1	--	--	--	--	--	--	NA	NA
c. Social security	3	23.1	17	17.5	2	10.5	--	--	--	--	NA	NA
d. Assisted living	--	--	2	2.1	1	5.3	--	--	--	--	NA	NA
e. Respite Care	1	7.7	9	9.3	1	7.7	--	--	--	--	NA	NA
f. Not involved this way	6	46.2	56	57.7	6	46.2	--	--	2	100	NA	NA

Numbers in parentheses show overall number and percentage of respondents who reported involvement in one or more ways under involvement type and are not included in column total.

Table B2. *Parental Involvement in the IEP Process: Involvement Roles Reported by American Indian/Alaska Native and Non-American Indian/Alaska Native Parents of Children with Disabilities*

Involvement in Roles	*School District 1*				*School District 2*				*School District 3*			
	AI/AN		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*	
1. Member of family-directed or family-centered organization(s):	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
a. involved	1	7.7	7	7.2	--	--	--	--	--	--	NA	NA
b. Not involved this way	12	92.3	90	92.8	19	100	1	100	2	100	NA	NA
Total	13		97		19		1		2			
2. Passive recipient of professionals' decisions												
a. involved this way	1	7.7	13	13.4	5	26.3	--	--	--	--	NA	NA
b. not involved this way	12	92.3	84	86.6	14	73.7	1	100	2	100	NA	NA
Total	13		97		19		1		2			
3. Follow-through educator, helps carry out school planned education and other interventions:												
a. involved	13	100	77	89.5	10	52.6	1	100	--	--	NA	NA
b. not involved this way	--	--	9	10.5	9	47.4	--	--	1	100	NA	NA
Total	13		86		19		1		1			

Table B2 (continued). *Reported Involvement Roles in the IEP Process of American Indian/Alaska Native and Non-American Indian/Alaska Native Parents of Children with Disabilities*

Role Involvement	*School District 1*				*School District 2*				*School District 3*			
	AI/AN		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
4. Decision-makers and partners in developing and carrying out goals and objectives of the IEP:												
a. involved	9	69.2	62	63.9	11	57.9	--	--	--	--	NA	NA
b. not involved this way	4	30.8	35	36.1	8	42.1	1	100	1	100	NA	NA
Total	13		97		19		1		1			
5. Political advocate:												
a. involved	3	23.1	18	18.6	3	15.8	1	100	--	--	NA	NA
b. not involved this way	10	76.9	79	81.4	16	84.2	--	--	2	100	NA	NA
Total	13		97		19		1		2			
*6. Equal partner with educators in making school-wide decisions:	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
*7. Developers of services:	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

*Note: Due to an oversight in developing survey item(s) that clearly address these parent involvement roles, no data were gathered to indicate whether AI/AN and non-AI/AN parents perceived themselves to be involved in these roles (i.e., as described by Turnbull & Turnbull).

Table B3. *Attendance at IEP Meetings Reported by American Indian and Non-American Indian/Alaska Native Parents*

IEP Attendance Frequency	*School District 1*				*School District 2*				*School District 3*			
	AI/AN		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
Always attend	10	76.9	73	75.3	11	61.1	1	100	--	--	NA	NA
Usually attend	3	23.1	13	13.4	5	27.8	--	--	1	50	NA	NA
Rarely attend	--	--	4	4.1	2	11.1	--	--	--	--	NA	NA
Never attend	--	--	2	2.1	--	--	--	--	1	50	NA	NA
Total	13		92		18		1		1			

Table B4. *Importance of Literature Identified Needs for Encouraging Increased Parental Involvement in the IEP Process: Perceptions of American Indian/Alaska Native and Non-American Indian/Alaska Native Parents'*

Variable and Rank/Level of Importance	*School District 1*				*School District 2*				*School District 3*			
	AI/AN		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
1. Information provided by schools about how to participate in the IEP process:												
a. very important	12	92.3	81	85.3	14	77.8	1	100	2	100	NA	NA
b. somewhat important	1	7.7	12	12.6	4	22.2	--	--	--	--	NA	NA
c. not at all important	--	--	2	2.1	--	--	--	--	--	--	NA	NA
Total	13		95		18		1		2			
2. Transportation to IEP meetings:												
a. very important	9	69.2	30	34.9	7	46.7	--	--	--	--	NA	NA
b. somewhat important	1	7.7	20	23.3	5	33.3	1	100	1	50	NA	NA
c. not at all important	3	23.1	36	41.9	3	20	--	--	1	50	NA	NA
Total	13		86		15		1		2			

Table B4 (continued). *Importance of Literature Identified Needs for Encouraging Increased Parental Involvement in the IEP Process: Perceptions of American Indian/Alaska Native and Non-American Indian/Alaska Native Parents'*

Variable and Rank/Level of Importance	*School District 1*				*School District 2*				*School District 3*			
	AI/AN		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
3. Childcare at IEP meetings:												
a. very important	6	46.2	29	34.1	3	23.1	--	--	1	50	NA	NA
b. somewhat important	3	23.1	27	31.8	6	46.2	1	100	1	50	NA	NA
c. not at all important	4	30.8	29	34.1	4	30.8	--	--	--	--	NA	NA
Total	13		85		13		1		2			
4. Professionals who use understandable language:												
a. very important	11	84.6	81	90	11	68.8	1	100	2	100	NA	NA
d. somewhat important	1	7.7	8	8.9	4	25	--	--	--	--	NA	NA
e. not at all important	1	7.7	1	1.1	1	6.3	--	--	--	--	NA	NA
Total	13		90		16		1		2			

Table B4 (continued). *Importance of Literature Identified Needs for Encouraging Increased Parental Involvement in the IEP Process: Perceptions of American Indian/Alaska Native and Non-American Indian/Alaska Native Parents'*

Variable and Rank/Level of Importance	*School District 1*				*School District 2*				*School District 3*			
	AI/AN		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
5. A school staff that participates in my community:												
a. very important	9	69.2	50	56.2	11	61.1	--	--	1	50	NA	NA
b. somewhat important	1	7.7	35	39.3	6	33.3	1	100	1	50	NA	NA
c. not at all important	3	23.1	4	4.5	1	5.6	--	--	--	--	NA	NA
Total	13		89		18		1		2			
6. Information about parental right's regarding child with a disability:												
a. very important	11	84.6	80	87.9	15	88.2	1	100	2	100	NA	NA
b. somewhat important	2	15.4	9	9.9	1	5.9	--	--	--	--	NA	NA
c. not at all important	--	--	2	2.2	1	5.9	--	--	--	--	NA	NA
Total	13		91		17		1		2			

Table B4 (continued). *Importance of Literature Identified Needs for Encouraging Increased Parental Involvement in the IEP Process: Perceptions of American Indian/Alaska Native and Non-American Indian/Alaska Native Parents'*

Variable and Rank/Level of Importance	*School District 1*				*School District 2*				*School District 3*			
	AI/AN		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
7. Information about how to access community services for my child:												
a. very important	11	84.6	73	80.2	9	52.9	1	100	2	100	NA	NA
b. somewhat important	1	7.7	17	18.7	8	47.1	--	--	--	--	NA	NA
c. not at all important	1	7.7	1	1.1	--	--	--	--	--	--	NA	NA
Total	13		91		17		1		2			
8. Parent training about working with a child with disabilities:												
a. very important	11	84.6	65	73.9	12	66.7	--	--	2	100	NA	NA
b. somewhat important	1	7.7	19	21.6	5	27.8	1	100	--	--	NA	NA
c. not at all important	--	--	3	3.4	1	5.6	--	--	--	--	NA	NA
Total	12		88		18		1		2			

Table B4 (continued). *Importance of Literature Identified Needs for Encouraging Increased Parental Involvement in the IEP Process: Perceptions of American Indian/Alaska Native and Non-American Indian/Alaska Native Parents'*

Variable and Rank/Level of Importance	*School District 1*				*School District 2*				*School District 3*			
	AI/AN		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
9. A person of the same ethnic background who is trained to provide me with information about my child:												
a. very important	10	76.9	43	47.3	14	77.8	--	--	1	50	NA	NA
b. somewhat important	2	15.4	22	24.2	4	22.2	1	100	1	50	NA	NA
c. not at all important	1	7.7	26	28.6	--	--	--	--	--	--	NA	NA
Total	13		91		18		1		2			
10. Materials that I can borrow for working with my child:												
a. very important	11	84.6	57	63.3	11	64.7	--	--	1	50	NA	NA
b. somewhat important	--	--	28	31.1	6	35.3	1	100	1	50	NA	NA
c. not at all important	2	15.4	5	5.5	1	5.8	--	--	--	--	NA	NA
Total	13		90		17		1		2			

Table B5. *Perceived Needs of AI/AN and Non-AI/AN Parents for Encouraging Their Increased Participation in Three Components of the IEP Process*

IEP Process Component and Needs	*School District 1*				*School District 2*				*School District 3*			
	AI/AN		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
Assessment:												
a. Information	2	18.1	2	9.1	4	44.4	1	100	--	--	NA	NA
b. Communication	4	36.4	5	22.7	3	33.3	--	--	--	--	NA	NA
c. Positive Staff Characteristics	--	--	5	22.7	--	--	--	--	--	--	NA	NA
d. Satisfied	1	9.1	7	31.8	2	22.2	--	--	--	--	NA	NA
e. Other	4	36.4	3	13.6	--	--	--	--	--	--	NA	NA
Total	11		22		9		1		--			
Placement:												
a. Information	--	--	2	11.1	3	33.3	--	--	--	--	NA	NA
b. Communication	3	42.9	5	27.8	1	11.1	--	--	--	--	NA	NA
c. Positive Staff Characteristics	3	42.9	2	11.1	1	11.1	--	--	--	--	NA	NA
d. Satisfied	1	14.3	5	27.8	1	11.1	--	--	--	--	NA	NA
e. Other	--	--	4	22.2	3	33.3	--	--	--	--	NA	NA
Total	7		18		9		--		--			

* *f* and reported percentages represent the number of parent respondents who provided answers to the open-ended item, not the total N (number of survey respondents) from the School District.

Table B5 (continued). *Perceived Needs of AI/AN and Non-AI/AN Parents for Encouraging Their Increased Participation in Three Components of the IEP Process*

IEP Process Component and Needs	*School District 1*				*School District 2*				*School District 3*			
	AI/AN		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*	
	**(N = 13)*				**(N = 18)*				**(N = 0)*			
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
Development of the Individual Education Plan:												
a. Information	--	--	2	8.7	1	16.7	--	--	--	--	NA	NA
b. Communication	2	25.0	7	30.4	3	50.0	--	--	--	--	NA	NA
c. Positive Staff Characteristics	3	37.5	5	21.7	1	16.7	--	--	--	--	NA	NA
d. Satisfied	1	12.5	5	21.7	--	--	--	--	--	--	NA	NA
e. Other	2	25.0	4	17.4	1	16.7	--	--	--	--	NA	NA
Total	8		23		6		--		--			

** f and reported percentages represent the number of parent respondents who provided answers to the open-ended items, not the total N for the School District.*

Table B6. *American Indian/Alaska Native and Non-AI/AN Parents' Preference Rankings of Modes for Receiving Tangible Information Related to Child with a Disability*

Information Modes and Ranks		*School District 1*				*School District 2*				*School District 3*			
		AI/AN		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*	
Videotape:		*f*	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
Rank	1	1	8.3	11	14.1	5	38.5	--	--	1	50	NA	NA
	2	5	41.7	18	23.1	5	38.5	1	100	1	50	NA	NA
	3	2	16.7	18	23.1	--	--	--	--	--	--	NA	NA
	4	4	33.3	31	39.7	3	23.1	--	--	--	--	NA	NA
	Total	12		78		13		1		2			
Information Booklet:													
Rank	1	4	33.3	28	34.6	3	25	--	--	--	--	NA	NA
	2	3	25	30	37	5	38.5	--	--	1	50	NA	NA
	3	4	33.3	22	27.2	2	16.7	1	100	1	50	NA	NA
	4	1	8.3	1	1.2	2	16.7	--	--	--	--	NA	NA
	Total	12		81		12		1		2			

Note: Parents ranked each item as follows: Rank 1 = 'most preferred'; Rank 4 = 'least preferred'

Table B6 (continued). *American Indian/Alaska Native and Non-AI/AN Parents' Preference Rankings of Modes for Receiving Tangible Information Related to Child with a Disability*

Information Modes and Ranks	*School District 1*				*School District 2*				*School District 3*			
	AI/AN		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*	
Newsletter (by mail):	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
Rank 1	3	35	13	17.6	4	33.3	1	100	--	--	NA	NA
2	2	16.7	18	24.3	2	16.7	--	--	--	--	NA	NA
3	1	8.3	21	28.4	2	16.7	--	--	--	--	NA	NA
4	6	50	22	29.7	4	33.3	--	--	2	100	NA	NA
Total	12		74		12		1		2			
Parent Center where I can borrow materials to use with my child:												
Rank 1	5	41.7	37	49.3	5	41.7	--	--	1	50	NA	NA
2	3	25	11	14.7	1	8.3	--	--	1	50	NA	NA
3	1	8.3	8	10.7	4	33.3	--	--	--	--	NA	NA
4	3	25	19	19.6	2	16.7	1	100	2	--	NA	NA
Total	12		75		12		1		2			

Note: Parents ranked each item as follows: Rank 1 = 'most preferred'; Rank 4 = 'least preferred'

Table B7. *American Indian/Alaska Native and Non-AI/AN Parents' Rankings of Preferred Mode for Receiving Person-to-Person Provided Information Related to Child with a Disability*

Person-to Person Information Modes and Ranks	*School District 1*				*School District 2*				*School District 3*			
	AI/AN		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*	
Trained person of the same ethnic background who comes to my home:	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
Rank 1	4	30.8	10	12.7	7	50	--	--	1	50	NA	NA
2	2	15.4	7	8.9	1	7.1	--	--	1	50	NA	NA
3	1	7.7	15	19.0	3	21.4	--	--	--	--	NA	NA
4	6	46	47	59.5	3	21.4	1	100	--	--	NA	NA
Total	13		79		14		1		2			
Monthly Parent Meetings												
Rank 1	3	23	23	28.4	6	46.2	--	--	--	--	NA	NA
2	5	38.5	33	40.7	3	23.1	--	--	2	100	NA	NA
3	4	30.8	14	17.3	1	7.7	--	--	--	--	NA	NA
4	1	7.7	11	13.6	3	23.1	1	100	--	--	NA	NA
Total	13		81		13		1		2			

Note: Parents ranked each item as follows: Rank 1 = 'most preferred'; Rank 4 = 'least preferred'

Table B7 (continued). *AI/AN and Non-AI/AN Parents' Rankings of Preferred Mode for Receiving Person-to-Person Provided Information Related to Child with a Disability*

Information Modes and Ranks	*School District 1*				*School District 2*				*School District 3*			
	AI/AN		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*		*AI/AN*		*Non-AI/AN*	
Weekly telephone call from the teacher:	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
Rank 1	7	53.8	27	35.5	6	46.2	--	--	1	50	NA	NA
2	2	15.4	23	30.3	3	23.1	--	--	--	--	NA	NA
3	1	7.7	16	21.1	2	15.4	--	--	--	--	NA	NA
4	3	23	10	13.2	2	15.4	1	100	1	50	NA	NA
Total	13		76		13		1		2			
Parenting classes to provide ideas about how to work with my child at home:												
Rank 1	4	30.8	23	31.9	8	53.3	1	100	--	--	NA	NA
2	1	7.7	11	15.3	3	20	--	--	1	50	NA	NA
3	3	23	28	38.9	1	6.7	--	--	--	--	NA	NA
4	5	38.5	10	13.9	3	20	--	--	1	50	NA	NA
Total	13		72		15		1		2			

Note: Parents ranked each item as follows: Rank 1 = 'most preferred'; Rank 4 = 'least preferred'

Appendix C

Definition of Codes used for Answers to Survey Item 22 a-c

Code	Code Title	Definition
1	Information	Parent's answer suggested a need for written or recorded information regarding the school, the child's disability, and/or where to access services for the child
2	Communication	Parent's answer suggests and/or specifies the need for written, telephone, person-to-person communication provided by the educational professional to the parents or the parents to the educational professional about their child's progress, assessment outcomes, needs, weaknesses, and/or strengths
3	Positive Staff Characteristics	Parent's answer suggests and/or specifies the need for teachers, administrators, and/or related service providers to demonstrate empathy, a caring attitude, and/or respect for child and parent's opinions and/or suggestions about their child's needs
4	Satisfied	Parent suggests or states that they agree with the current procedures and/or are involved to the extent that they want to be involved in the particular subcomponent of the IEP process
5	Other	Answer was not provided by parent respondent, parent's answer did not address the question, or parent's answer included a combination of other answers

References

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Epstein, J. L. (1996). Advances in family, community, and school partnerships. *New Schools, New Communities, 12*(3), 5-13.

Turnbull, H. R., III, & Turnbull, A. P. (1998). *Free Appropriate Public Education: The Law and Children with Disabilities, 5th Edition.* Denver, CO: Love Publishing Company.

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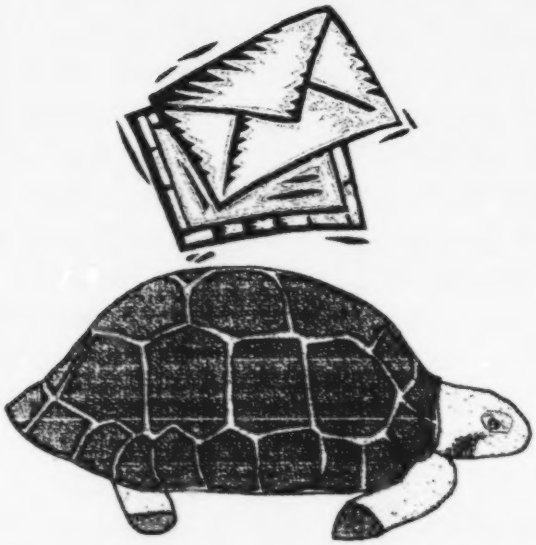

May 1, 2002

Dear Parents,

Please help. Your input is SO important. Please complete and return the parent involvement survey that you recently received in the mail. Your answers will help improve education for children with disabilities by letting us know how you are currently involved and what parents need to become more comfortably involved in the education process for their children. *So far, only 10 of the 105 parents in your district have returned their surveys!*

Please, please, please help parents☺. I know that you are busy, but you have the most powerful say in making changes. Please share your knowledge.

With sincere thanks,

Rose Matuszny
Doctoral Student
Penn State University

The Pennsylvania State University
Special Education Department

OFFICE (814) 863-3117
FAX (814) 863-2287

RoseMarie Matuszny, Doctoral Candidate
The Pennsylvania State University
Department of Special Education
227 CEDAR Building
University Park, PA 16802

April 2, 2002

Dear Parent or Caregiver,

My name is RoseMarie Matuszny. I am an American Indian student (Oneida/Menominee) in the American Indian Leadership program at Penn State University. I was a special education teacher for 11 years and am a parent of an 18 year old. My experiences assure me that **parents** have the most influence in the lives of their children, especially for children with disabilities. Because of this belief, I am interested in helping parents become more involved in the educational process for their children with disabilities.

Parents of children who have disabilities are not usually asked what *they* think they need to feel more comfortable in participating in the educational planning process for their children. This survey, entitled "American Indian and Non-American Indian Parental Involvement and Needs in the Individual Education Plan Process", is being sent to you and all other parents of children who are enrolled in special education in your child's school district. The survey provides you and other parents with the chance to let educators and administrators know what you need in order to become more comfortably involved in your child's Individual Education Plan (IEP) process. By answering the 22 main survey items you will help pave the way for educators and school staff to improve their working relationships with you in meeting your child's special education needs.

Participation in the survey is voluntary, however, *you must be 18 years or older to participate*. The survey takes about 30-40 minutes to complete and ***all participants' individual answers will be kept confidential*.** **Therefore, all answers will be reported as group information.** The answers provided by American Indian and Non-American Indian parents will also be evaluated separately. Finally, the two parent groups' answers will be compared. It is hoped that this information will help guide the development of training and information programs that will better meet specific parent needs.

RISK: The only risk that you may experience is feeling discomfort in answering some of the questions, since a few are of a personal nature and require information regarding your income, worries, and cultural beliefs. **You may skip any questions that you are not comfortable answering,** however, please remember that each question is important to the quality of the research findings. You may withdraw from participation at any time if you do not wish to be involved in this study.

Participant's Rights: You have the right to ask any questions and receive answers to those questions. You may contact ***Rose Matuszny*** *at anytime if you have questions about the survey.* ****The completion and return of your survey will be considered implied consent and gives permission for the information you supply to be reported along with other parent responses.*** **Also, if you are one of the first 500 parents to return the enclosed "Honorarium Card"** (addressed to Cheryl Davidson at The Pennsylvania State University) you will receive a **$5.00** check as a token of appreciation for your help in this project.

Thank you in advance for your support of this project. ☺

Sincerely,
RoseMarie Matuszny

contact: rdm175@psu.edu or Telephone #: (814) 692-4782
The Pennsylvania State University

FORMULARIO DE CONSENTIMIENTO

Abril, 2002
Estimados padres o tutores:

Mi nombre es RoseMarie Matuszny. Soy una estudiante india-americana (Oneida/Menominee) y estoy en estudiando en el Programa de Liderato para Indios Americanos en la Universidad del Estado de Pennsylvania. Como maestra de educación especial por 11 años y como madre por 18 años, creo que los padres ejercen la mayor influencia en la vida de sus hijos, especialmente aquellos con incapacidades. Mi interés es en ayudar a los padres a envolverse más en el proceso educativo de sus hijos con incapacidades.

A los padres de niños incapacitados raramente se les pregunta lo que *ellos* creen que son sus necesidades a la hora de participar en la planificación de la educación de sus hijos. Además de a usted, esta encuesta se está enviando a otros padres en el distrito escolar de su hijo para darles a todos la oportunidad de decir a educadores y administradores lo que usted cree que necesita para sentirse más cómodo con su participación en el proceso de Planificación Individual de la Educación (Individual Education Planning) de su hijo.

Al contestar las preguntas de esta encuesta, usted podrá ayudar a educadores y administradores escolares en el desarrollo de un mejor entendimiento de lo que usted cree que es necesario para ayudar a crear un ambiente más acogedor que anime a los padres a participar con más frecuencia en el proceso de planificación de la educación de sus hijos discapacitados. Además, sus respuestas ayudarán a formar lazos más estrechos entre padres y profesores a la hora de responder a las necesidades de niños discapacitados.

La realización de esta encuesta es **voluntaria** y cada respuesta es confidencial. Todas las respuestas serán presentadas en un informe como información general: NINGUNA respuesta individual será presentada en el informe por separado.

Se evaluarán por separado las respuestas de padres indios nativos americanos. Además, se compararán las respuestas de los padres para determinar si las necesidades de los padres indios nativos americanos de niños discapacitados son diferentes de las necesidades de los padres de niños discapacitados que no son indios nativos americanos. Se espera que esta información ayude a guiar el desarrollo de programas informativos y preparatorios que puedan ser más adecuados a las necesidades específicas de los padres.

La realización de la encuesta puede tomarle entre 20 y 30 minutos. ***Al rellenar y entregar el cuestionario, usted indica que da su permiso para que la información que usted ha compartido sea utilizada en un informe final de investigación.***

Gracias padres! ☺
RoseMarie Matuszny

Rose Marie Matuszny (estudiante)
Programa de Liderato para Indios Americanos
la Universidad del Estado de Pennsylvania

03-17-02

The Pennsylvania State University
Special Education Department

University Park, PA 16801
OFFICE (814) 863-3117
FAX (814) 863-1002

April 19, 2002

Dear Parents and Caregivers:

I have not yet received your completed survey. I realize that many of you may have put the survey aside until you had time to complete it and I know how busy parents can get in their day-to-day activities. So, I am sending another packet in hopes that you will complete the survey and to remind you of how important your input is to the purposes of this parent study.

Please remember that this is **your** chance to let educators and administrators know what your needs are for feeling more comfortable in your involvement in the Individual Education Planning process for your child. Without your answers, we will only know about the needs of *some* parents.

Please take 30 minutes to complete the enclosed survey. Since parents are the most important people in a child's life, helping improve their situation in the IEP process will help improve education for your child and other children who have special needs.

I sincerely thank you for your help.

Warmly,

Rose M. Matuszny

RoseMarie Matuszny
American Indian Leadership Program, Special Education
The Pennsylvania State University

Don't forget to return the honorarium card! :)

19 de abril de 2002

Estimados padres y tutores:

Soy una estudiante india-americana (Oneida-Menominee) que estoy en el programa de Doctorado en Educación Especial en la Universidad del Estado de Pennsylvania. Estoy realizando un proyecto que servirá para que los padres se sientan mejor al participar en el proceso del Plan Educativo Individual (IEP) de sus hijos con incapacidades.

Adjunto encontrarán una importante encuesta que a los padres se la ha pedido la llenen y devuelvan por correo. Su ayuda es necesaria pues su participación servirá como especie de prueba para asegurar la calidad de la encuesta final. La encuesta final ha de ser enviada a los padres con hijos en educación especial del distrito escolar Sioux y otros tres distritos escolares en los estados centrales del país durante el mes de abril 2002.

El propósito de esta encuesta es determinar cómo usted y otros padres en su distrito escolar están actualmente participando en el proceso de educación especial de sus hijos con incapacidades y qué usted y otros padres creen es la manera más efectiva de participar en el proceso del Plan Educativo Individual (IEP) de sus hijos.

* Cuando hayan llenado la encuesta y la **hoja de comentarios** sobre la misma, por favor póngala en el sobre blanco con sello y dirección que se le ha provisto. **Sus comentarios sobre la encuesta en la hoja (incluída) ayudará a identificar cuán clara y apropiadamente está escrita la encuesta.**

Por favor, conteste las preguntas basadas en su propia experiencia. Cuando termine de llenar la encuesta, conteste las cinco preguntas de la **hoja de comentarios** que se le incluye. ***Favor de enviar la encuesta en una semana de recibirla si es posible. (Envíe la encuesta y hoja de comentarios para el 30 de abril de 2002 o antes posible si tiene la bondad ☺).**

No olvide de llenar y enviar la tarjeta gris de propina (honorarios) para recibir $5.00 como agradecimiento por su tiempo y colaboración.

¡Gracias una vez más por su participación!

Rose Marie Matuszny

RoseMarie Matuszny
The Indian American Leadership Program
The Pennsylvania State University
Email: rdm175@psu.edu or (814)692-4782

*El completar y enviar este cuestionario servirá como consentimiento para que la información aquí provista sea usada (junto a la de otros participantes en esta prueba) en un informe o artículo con fin de ser publicado en una revista profesional tal como, "Exceptional Children Journal."

TELEPHONE SURVEY REQUEST CARD

(Please only fill out this top portion if you did not complete the written survey and would rather complete a telephone survey)

1. Area Code and telephone number: ( )_____

2. Best Days to call (please give two) _____

or _____

3. Best Time to Call: From _____ *Circle one* **(a.m. /p.m.)**

to _____(a.m./ p.m.)
Circle one

4.Request Native Language _____
(language preference)

5. Survey #_____(bottom left corner of survey packet)

_____

$$ Honorarium Card (please print)$$

Name: _____

Social Security #:_____

Address:_____

City: _____State:_____ Zip Code: _____

Please fill-out, seal, and return this stamped –addressed card to receive a $5.00 check as a token of thanks for your time. The card is addressed to the *Special Education Dept., The Pennsylvania State University* and will only go to Cheryl Davidson, Administrative Assistant.

Department of Special Education
227 Cedar Bldg.
University Park PA 16802-3109

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PENN STATE UNIVERSITY
108 BUSINESS SERVICES BLDG
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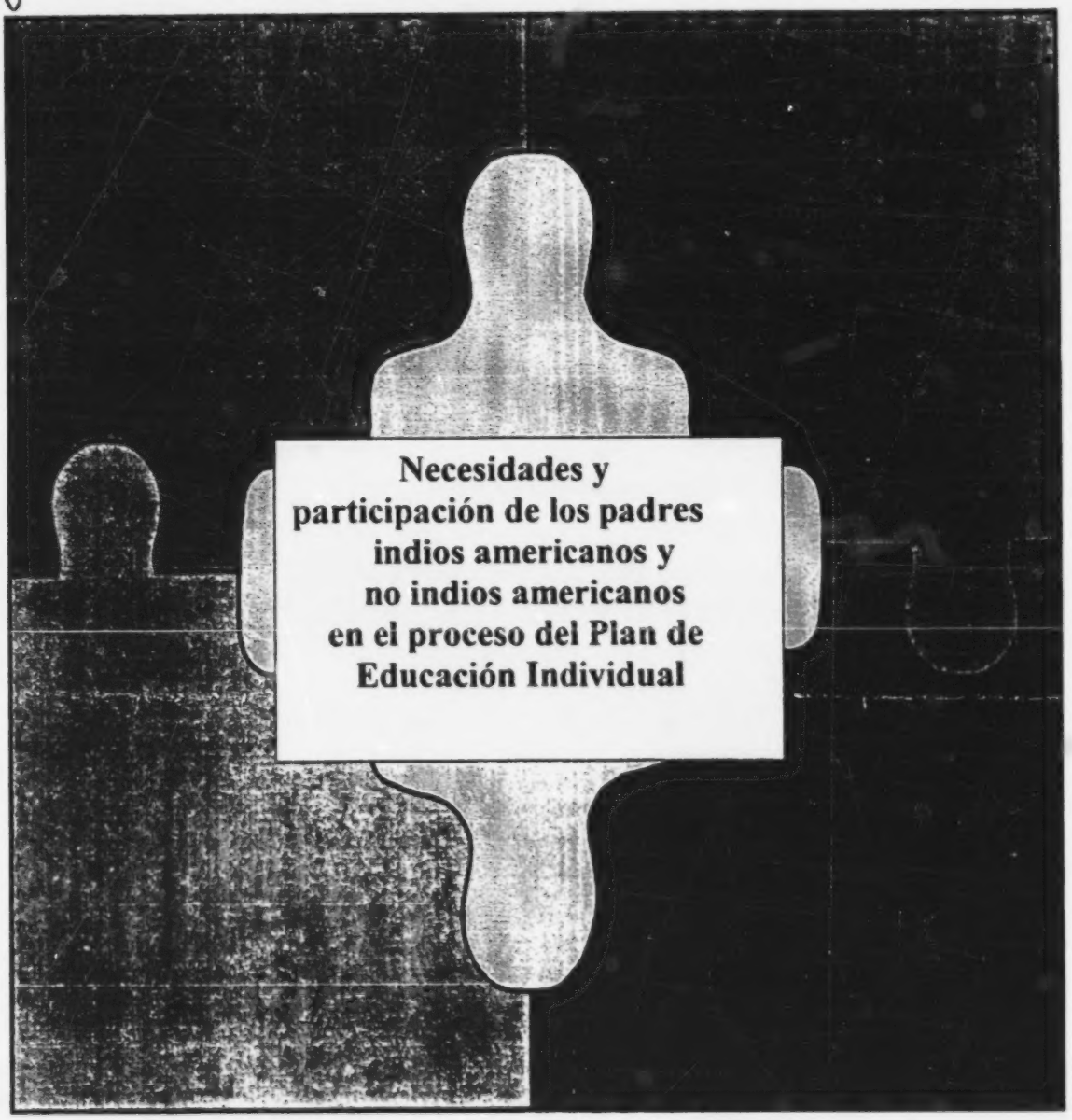


Le agradecemos su participación en esta encuesta. Cuando haya terminado, introduzca su encuesta en el sobre franqueado que se le proporciona y envíelo por correo lo antes posible ([redacted] 2002) a:

The Pennsylvania State University
Department of Special Education, 227 CEDAR Building
University Park, PA. 16802

Patrocinado con los fondos de la Oficina de Recursos para Educación Especial de los Estados Unidos

Instrucciones: POR FAVOR, LEA PRIMERO

Por favor, NO ESCRIBA SU NOMBRE, EL NOMBRE DE SU HIJO, NI EL NOMBRE DE LA ESCUELA en esta encuesta. Puede usar un bolígrafo o lapicero para escribir sus respuestas.

Cuando haya completado esta encuesta, envíela por correo en el sobre manila grande y franqueado que se le proporciona. LOS PRIMEROS 500 padres que devuelvan su encuesta y la Tarjeta Honoraria recibirán un cheque de 5 dólares como señal de apreciación por enviarlas tan temprano y por molestarse en rellenar esta encuesta. Envíe la Tarjeta Honoraria por separado (introdúzcala en el sobre más pequeño que se le proporciona en el paquete.

La mayoría de las respuestas que dé deben basarse en el niño en su casa que actualmente recibe servicios de educación especial, a no ser que se indique otra cosa. Si **más de un niño está tomando clases en educación especial**, dé las respuestas acerca del niño en cuya planificación educativa usted ha estado ***más*** involucrado durante el año escolar **2001-2002**,

*** Si no se siente cómodo respondiendo alguna pregunta, no dude en pasar a la siguiente. Sin embargo, tenga en cuenta que todas las preguntas son importantes para la calidad del resultado final de la encuesta.**

****A lo largo de la encuesta, se menciona el Proceso de IEP. En esta encuesta***

- **El proceso de IEP** se define como el proceso de identificación, evaluación, ubicación en educación especial, desarrollo de un Plan de Educación Individual escrito (IEP), y re-evaluación de un niño para determinar si debe continuar con la educación especial.

P1. ¿Cuál es su parentesco con el niño que en su casa recibe servicios de educación especial? *(Haga un círculo en la opción que mejor describe su relación).*

1 Padre
2 Padre adoptivo
3 Abuelo
4 Madre
5 Madre adoptiva
6 Abuela
9)Otro- (explique)_____

P2. ¿Cuántos niños en su casa reciben actualmente servicios de educación especial? *(Escriba el número)* _____

IMPORTANTE: Cuando escriba el resto de las respuestas en esta encuesta (EXCEPTO en P17, P18 y P19), base sus respuestas en aquel niño (discapacitado) en cuyo proceso de plan educativo usted ha participado más durante el año escolar 2001-2002.

P3. ¿Cuántos años tiene el niño que actualmente recibe servicios de educación especial?
*Escriba la edad de su hijo aquí:*_____

Instrucciones: *Anote todas las siguientes opciones que mejor le describan a usted y sus actividades* **este año escolar 2001-2002.**

P4. De los siguientes actos escolares, ¿a cuáles asiste, en caso de asistir a alguno? *(Anote todo lo que corresponda)*

____a. obras de teatro
____b. eventos deportivos
____c. cenas
____d. carnavales
____e. Reuniones de asociaciones de padres o profesores
____f. No asisto a actos escolares
____g. Otro—*(escriba)*_____

P5. ¿Con qué frecuencia ayuda a su hijo a completar la tarea en casa que le pone su profesor (por ejemplo, proyectos de ciencias, entrevistas, posters u otros proyectos)? *(Anote solamente uno)*

____a. a diario ____b. 3-4 veces por semana ____c. 1-2 veces por semana ____d. Nunca

P6. *Anote* todas las afirmaciones que describen la situación en su casa cuando se refiere a su hijo que recibe servicios de educación especial.

____a. Mi hijo tiene acceso a varios libros en mi casa
____b. Hay materiales escolares en nuestra casa (por ejemplo: papel, lápices, lápices de colores, marcadores)
____c. Mi hijo dispone de un espacio para trabajar tranquilo donde hace sus tareas
____d. Otro, por favor explique _____

_____

Continúe en la página siguiente....

P7. ¿Cuál de las siguientes actividades realiza usted con su hijo? (Anote todo lo que corresponda)

____a. Hago que mi hijo participe en experiencias cotidianas (como cocinar, o limpiar la casa)
____b. Enseño a mi hijo las tradiciones culturales de nuestra familia
____c. Compruebo su tarea
____d. Hablo sobre la importancia de la escuela
____e. Otro, explique_____

P8. Anote todos los tipos de comité de los que es usted miembro en la escuela de su hijo (año escolar 2001-2002):

____a. Comité de padres (como carnaval de la escuela, recaudador de fondos, seguridad, etc)
____b. Miembro de la Asociación de Padres y Profesores (PTA)
____c. No he sido miembro de un comité de la escuela
____d. Otro---especifique_____

P9. Anote todas las actividades escolares en las que usted se ha ofrecido como voluntario para ayudar: (Basado en los dos últimos años)

____a. Fiestas de clase
____b. Actos que requieren acompañantes (como bailes, excursiones, etc.) para la clase de mi hijo
____c. He hecho materiales escolares para el profesor(es) de mi hijo (por ejemplo: artesanía, posters, juegos, actividades, tarjetas, etc.)
____d. He trabajado en actos de recaudación de fondos promocionados por la escuela (como trabajar en la mesa de un festival o carnaval, cenas, ventas de objetos usados, etc.)
____e. He sido un personaje invitado en la clase de mi hijo
____f. He ayudado en otras áreas de la escuela de mi hijo (ejemplos: biblioteca, oficina, etc.)
____g. *No* he participado en ninguna de estas actividades en la escuela de mi hijo
____h. Otro, explique_____

P10. ¿Cuál de los siguientes tipos de información escrita recibe usted de la escuela de su hijo? Anote ***TODO*** lo que corresponda)

____a. Boletines semanales de los actos en la escuela
____b. Notas regulares sobre el progreso de mi hijo
____c. Hojas informativas sobre la discapacidad de mi hijo
____d. Avisos de reuniones para discutir el progreso de mi hijo
____e. Información escrita sobre los derechos legales de los estudiantes discapacitados
____f. No recibo información escrita de la escuela de mi hijo
____g. Otro, explique_____

P11. ¿Cuál de los siguientes tipos de agencias de la comunidad ha contactado usted en relación con las necesidades de su hijo en lo que concierne a su discapacidad? *(Anote todo lo que corresponda)*

____a. Servicios médicos
____b. Preparación vocacional u oficio (por ejemplo, preparación para trabajo en la comunidad)
____c. Seguridad Social
____d. Assisted Living (preparación para vivir independientemente con ayuda)
____e. Respite Care (servicio de cuidado de niños para niños con discapacidades)
____f. No he tenido contacto con ninguna agencia de la comunidad
____g. Otro, dé ejemplos_____

P12. ¿Cuál de las siguientes afirmaciones le describe mejor (en este año)? ***(Anote solamente una opción)***

____a. Siempre asisto a las reuniones del Plan de Educación Individual (IEP) de mi hijo
____b. Normalmente asisto a las reuniones del IEP de mi hijo
____c. En raras ocasiones asisto a las reuniones del IEP
____d. Nunca he asistido a una reunión del IEP

P13. ¿Cuál considera usted que es su papel en el desarrollo del plan de educación de su hijo? (Anote TODO lo que describa su punto de vista)

____a. Dejo al criterio del personal de la escuela las decisiones sobre las metas educativas de mi hijo
____b. Me considero alguien que proporciona información sobre mi hijo al personal de la escuela (por ejemplo, sobre comportamiento en casa, experiencias pasadas, puntos fuertes y puntos débiles).
____c. Estoy en igualdad de condiciones con los educadores a la hora de determinar las metas educativas de mi hijo
____d. Otro, explique_____

P14. Las siguientes afirmaciones representan diferentes papeles que los padres pueden asumir. ¿Cuál de los siguientes describe su participación en este año escolar? (Anote todo lo que corresponda)

____a. Soy un defensor político para mi hijo (ejemplo: obtuve servicios, cree derechos y/o títulos legales, evité su discriminación).
____b. Soy miembro de una organización para familias de niños discapacitados
____c. Ayudo a mi hijo a practicar sus objetivos y metas del IEP en casa
____f. Otro, explique_____

P15. ¿Hasta qué punto está usted de acuerdo con las siguientes afirmaciones? (Haga un círculo en el número debajo de cada afirmación que represente su nivel de acuerdo [a-g]):

a. Me siento cómodo asistiendo a las reuniones de la escuela de mi hijo:
1 Totalmente de acuerdo 2 De acuerdo 3 Indeciso 4 Desacuerdo 5 En total desacuerdo

b. No me siento bienvenido por ciertos miembros del personal de la escuela de mi hijo:
1 Totalmente de acuerdo 2 De acuerdo 3 Indeciso 4 Desacuerdo 5 En total desacuerdo

c. El personal de la escuela me proporciona información sobre el progreso de mi hijo:
1 Totalmente de acuerdo 2 De acuerdo 3 Indeciso 4 Desacuerdo 5 En total desacuerdo

d. El personal en la escuela de mi hijo NO quiere padres voluntarios:
1 Totalmente de acuerdo 2 De acuerdo 3 Indeciso 4 Desacuerdo 5 En total desacuerdo

e. La escuela no tiene en cuenta mi horario cuando planea reuniones acerca de mi hijo:
1 Totalmente de acuerdo 2 De acuerdo 3 Indeciso 4 Desacuerdo 5 En total desacuerdo

f. Llegan con suficiente antelación los avisos sobre próximas reuniones sobre mi hijo:
1 Totalmente de acuerdo 2 De acuerdo 3 Indeciso 4 Desacuerdo 5 En total desacuerdo

g. La escuela informa a los padres sobre los derechos educativos de su hijo.
1 Totalmente de acuerdo 2 De acuerdo 3 Indeciso 4 Desacuerdo 5 En total desacuerdo

P16. Indique la importancia que usted cree que tiene cada una de las siguientes oraciones ayudarle a participar más en el proceso del Plan de Educación Individual (IEP) de su hijo. También, responda si o no para indicar si la escuela de su hijo le proporciona lo siguiente: (Haga un círculo en las respuestas que elija)

	1 Muy importante	2 Más o menos importante	3 Nada importante	¿Sucede esto en la escuela de su hijo?
a. Información sobre cómo participar en las reuniones del Plan de Educación Individual	1	2	3	sí no
b. Transporte a las reuniones del IEP que se celebran en la escuela	1	2	3	sí no
c. Cuidado de niños donde se celebra la reunión mientras asisto a las reuniones sobre mi hijo	1	2	3	sí no
d. Profesionales que usan lenguaje que se entiende (no jerga profesional) en las reuniones	1	2	3	sí no
e. Personal de la escuela que participa en mi comunidad (ejemplo: que muestra interés al asistir a eventos de la comunidad, deportes escolares, etc.)	1	2	3	sí no
f. Información proporcionada acerca de los derechos de los padres, puesto que estos conciernen a los niños discapacitados	1	2	3	sí no
g. Información proporcionada acerca del acceso para niños discapacitados a los servicios de la comunidad	1	2	3	sí no
h. Entrenamiento para padres sobre cómo trabajar con un niño discapacitado	1	2	3	sí no
i. Una persona de mi cultura que esté entrenada para darme información sobre mi hijo discapacitado	1	2	3	sí no
j. Materiales que puedo pedir prestados para trabajar con mi hijo	1	2	3	sí no

Instrucciones: Responda a las siguientes preguntas. **Haga un círculo** en el número que está junto a la respuesta que mejor describe su situación.

P17. ¿Cuál de las siguientes opciones describe mejor los ingresos anuales en su casa? *(Elija solamente UNA respuesta)*

1 Menos de 5.000 dólares
2 5.000-9.999 dólares
3 10.000-14.999 dólares
4 15.000-19.999 dólares
5 20.000-24.999 dólares
6 25.000 dólares o más

P18. ¿Cuál de las siguientes categorías describe MEJOR su identificación étnica? *(Elija solamente UNA respuesta)*

1 Indio americano (o nativo de Alaska)
2 Blanco (no hispano)
3 Blanco (hispano)
4 Africano americano
5 Asiático
6 Otro—especifique_____

P19. ¿Cuál es el nivel más alto de educación que usted tiene completo? (Elija solamente UNA respuesta)

1 Algunos cursos en la escuela secundaria
2 Escuela secundaria
3 2 años completos en la universidad
4 Licenciatura de 4 años en la universidad
5 Algún trabajo de posgraduado
6 Título de graduado **(anote uno)**:_____Master_____Doctorado

P20. Teniendo en cuenta cómo le gustaría que el personal de la escuela le proporcionara información sobre su hijo, evalúe lo siguiente del 1 al 4 por orden de preferencia, de modo que 1="el que preferiría mejor" y 4="el que preferiría menos":

_____a. Cinta de video
_____b. Folletos informativos
_____c. Hojas informativas periódicas mandadas por correo
_____d. Un centro para padres donde puedo pedir prestados materiales o juegos para usar cuando trabajo con mi hijo en casa

P21. Teniendo en cuenta cómo le gustaría que el personal de la escuela le proporcionara información sobre su hijo por contacto personal directo, evalúe lo siguiente del 1 al 4 por orden de preferencia, de modo que 1="el que preferiría mejor" y 4="el que preferiría menos":

_____a. Una persona entrenada de mi misma etnia que venga a mi casa
_____b. Reuniones de padres mensuales
_____c. Una llamada de teléfono semanal del profesor
_____d. Clases para padres que proporcionen ideas sobre cómo trabajar con mi hijo en casa

P22. Instrucciones: Utilice el espacio a continuación para dar sus propias ideas acerca de lo que usted cree que le ayudaría a mejorar su participación en el proceso de IEP de su hijo: ***(Escriba en la parte de atrás de esta página si necesita más espacio)***

- **Proceso de IEP:** el proceso de identificación, evaluación, ubicación en educación especial, desarrollo de un Plan de Educación Individual escrito (IEP), y re-evaluación de un niño para determinar si debe continuar con la educación especial.

a. En el proceso de evaluación, ¿qué le ayudaría a estar más involucrado en proporcionar a los profesores (y otro personal de estos servicios) información sobre su hijo discapacitado?

b. ¿Qué le hubiera ayudado a participar más para trabajar con los profesores (y otro personal de estos servicios) para decidir sobre qué educación es mejor para su hijo?

c. ¿Qué le ayudaría a participar más a la hora de dar ideas a los profesores (y otro personal de estos servicios) cuando se toman decisiones sobre el desarrollo del Plan de Educación Individual (IEP)de su hijo?

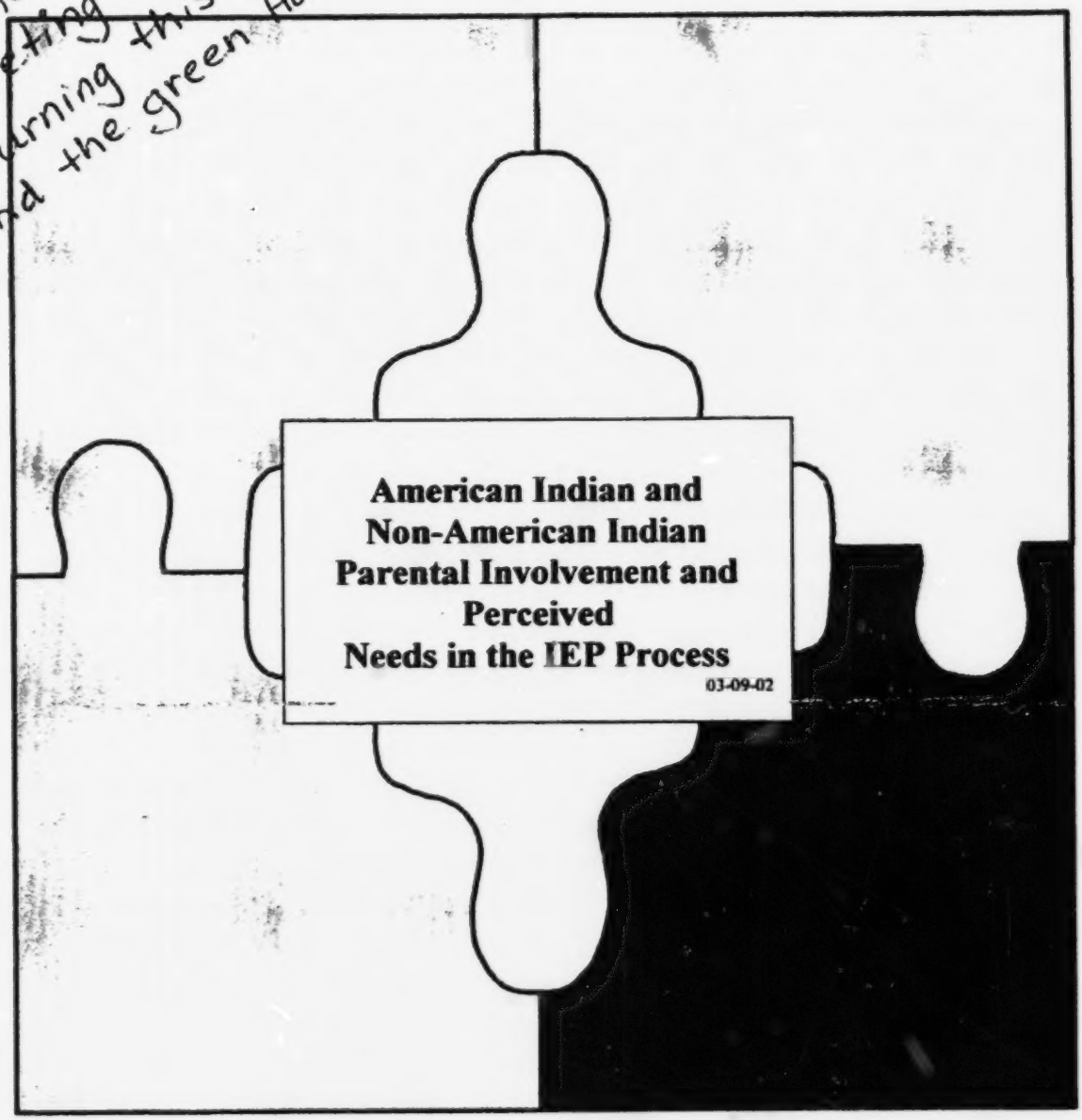
¡Gracias por su colaboración el realizar esta encuesta! ☺

1. Vuelva a revisar la encuesta para asegurarse de que ha respondido a todas las preguntas que quería responder.

2. **Envíe** la encuesta en el sobre franqueado que se le proporciona.
3. **Rellene y envíe** su **Tarjeta Honoraria por separado** en el sobre franqueado que se le proporciona a (Cheryl Davidson, Administrative Assistant): The Pennsylvania State University. Los **primeros 500** encuestados que envíen la tarjeta recibirán un cheque de 5 dólares como muestra de agradecimiento.

Los responsables de su escuela recibirán un informe final de las encuestas en agosto del 2002.

$ Receive a $5.00 check for completing and returning this survey and the green "Honorarium Card."



Thank you in advance for completing this survey. When you have finished, please place the survey in the stamped, addressed long white envelope provided and place in the mail by [redacted]. May 15th Also, ***fill out the green "Honorarium Card" and return separately to receive a $5.00 check** as a token of thanks for helping with this survey project (only the person in charge of the grant monies will see parents' names, not the researcher). Each item will be sent *separately* to the following address:

The Pennsylvania State University
Special Education Department, 227 CEDAR Building
University Park, PA. 16802
Funded by the U.S. Office of Special Education Resource Services

Directions: PLEASE READ FIRST

1. **Please *DO NOT* WRITE YOUR NAME, YOUR CHILD'S NAME, OR THE NAME OF THE SCHOOL on this survey. You may use a pen or pencil to mark your answers. (If you would rather complete the parent survey by telephone, please fill out the information in the upper half of the green Honorarium/Telephone survey request card.**

2. **Most** of the answers that you provide should be based on the child in your home who currently receives special education services, unless otherwise stated. **If more than one child is enrolled in special education**, please provide answers about the child with whom you have had the ***most*** involvement in their educational planning during the **2001-2002** school year. Please read all directions before marking your answer choice(s).

3. ***If you feel uncomfortable answering any question, feel free to skip the question. However, please be aware that all questions are important to the quality of the survey outcome.**

4. When you have completed this survey please mail it in the long white stamped, addressed envelope provided.

5. **By filling out and returning the** green Honorarium Card, you will receive a $5.00 check as a token of appreciation for taking the time to complete the survey. Please mail the Honorarium Card **separately** from the survey.

****Throughout the survey, the IEP Process is mentioned. For the purposes of this survey,***

- The **IEP process** is defined as the process of identification, testing (assessment), special education placement, development of a written Individual Education Plan (IEP), and re-evaluation of a child to determine whether special education should be continued.

Q1. How are you related to the child in your home who receives special education services? **(Circle the choice that best describes your relationship).**

1 Father	5 Mother	9) Other- (explain)_____
2 Adoptive Father	6 Adoptive Mother	
3 Foster Father	7 Foster Mother	
4 Grandfather	8 Grandmother	

Q2. How many children in your home currently receive special education services? (Please write in the number) _____

****IMPORTANT****: If you have more than one child in your home who receives special education services, please answer the rest of the questions based on the one child (who has disabilities) with whom you have had the greatest involvement in the educational planning process during the 2001-2002 school year.**

Q3. How old is your child who currently receives special education services?
Please write in your child's age here: _____

Directions: In the following (except Q5 and Q12), please *check all* the choices that best describe you and your activity **this 2001-02 school year**.

Q4. Which, if any, of the following school events do you attend? (Please *check all* that apply)

___a. plays	___ e. Parent –Teacher Association meetings
___b. sports events	___ f. I do not attend school events
___c. dinners	___ g. Other--(*write in*)_____
___d carnivals	

Q5. *How often do you help your child complete home activities that the teacher assigns* **(ex.** science projects, interviews, poster or other projects)? (*Please check one only)*

___a. Daily ___ b. 3 to 4 times a week ____c. 1 to 2 times per week ___d. never

Q6. *Which of the following describe your home environment as it relates to your child who receives special education services.* (Please check all that apply)

___ a. My child has access to a variety of books in my home
___ b. School supplies are available in our home (for example: paper, pencils, crayons, markers)
___ c. My child has a quiet homework-study space where he/she works
___ d. Other, please explain_____

Continue on the next page please...

Q7. Which of the following activities do you do with your child? (Please check all that apply)

___ a. Involve my child in daily living experiences (such as, cooking, or housekeeping)
___ b. Teach about our family's cultural traditions
___ c. Check his/her homework
___ d. Talk about the importance of school
___ e. Other, please explain_____

Q8. Please check all the committee types, if any, in which you are a member at your child's school (2001-2002 school year):

___a. Parent committee (such as, school carnival, fundraiser, safety, etc.)
___b. Member of the Parent-teacher Association (PTA)
___c. I have not been a member of a school related committee
___d. Other- - - Please specify_____

Q9. Please check all the school activities in which you have volunteered your help: (Based on the past two years)

___ a. Classroom parties
___ b. Chaperoned events (such as dances, fieldtrips, etc.) for my child's class
___ c. Made teaching materials for my child's teacher (s) (example: art work, posters, learning games, center activities, flashcards, etc.)
___ d. Worked at school-sponsored fundraising events (such as, carnival or festival booths, dinners, rummage sales, etc.)
___ e. Have been a guest speaker in my child's class
___ f.. Assisted in other areas of my child's school (examples: library, office, etc.)
___ g. I have *not* participated in any of the above activities at my child's school
___ h. Other, please explain_____

Q10. Which of the following types of written information do you receive from the your child's school? (Please *check ALL* that apply)

___ a. Weekly newsletters about the events going on at school
___ b. Regular notes about my child's progress
___ c. Notices about meetings to discuss my child's progress
___ d. Information sheets about my child's disability
___ e. Written information about the legal rights of students who have disabilities
___ f. I do not receive written information from my child's school.
___ g. Other, please explain: _____

Q11. Which of the following types of community agencies, if any, have you contacted regarding your child's needs as they relate to his/her disability? (Check all that apply)

____a. Health Services
____b. Vocational training (for example, community job training)
____c. Social Security
____d. Assisted Living
____e. Respite Care (child care service for children with disabilities)
____f. I have not had contact with any community agencies
____g. Other, please list_____

Q12. Which of the following statements BEST describes you (this year)? (Check ***one*** only)

___a. I always attended my child's Individual Education Planning (IEP) meeting(s)
___b. I usually attended IEP meetings for my child
___c. I rarely attended my child's IEP meeting(s)
___d. I have never attended an IEP meeting

Q13. How do you view yourself in the development of your child's educational plan?
(Check ALL that describe your view)

___a. I leave it up to the school staff to decide my child's educational goals.
___b. I view myself as an information provider to school staff about my child (such as, behavior at home, past experiences, strengths and weaknesses).
___c. I am an equal partner with educators in determining my child's educational goals
___d. Other, please explain_____

Q14. The following statements represent some (not all) of the educational roles in which parents may be involved. **Check all of the following, if any, which describe your involvement this school year.**

____a. I am a political advocate for my child (ex. Obtained services, created right's and/or entitlements, prevented discrimination).
____b. I am a member of an organization for families with children who have disabilities.
____c. I help my child practice his/her IEP objectives and goals at home.
____d. Other, please explain_____

Directions: Please *circle* the number that represents your level of agreement *below* each of the following statements (Q15 a-g):

Q15. To what extent do you agree with the following statements?

a. I am comfortable attending meetings at my child's school:
1 Strongly Agree 2 Agree 3 Undecided 4 Disagree 5 Strongly Disagree

b. I feel welcomed by staff members at my child's school:
1 Strongly Agree 2 Agree 3 Undecided 4 Disagree 5 Strongly Disagree

c. The school staff provides information about my child's progress:
1 Strongly Agree 2 Agree 3 Undecided 4 Disagree 5 Strongly Disagree

d. The staff at my child's school does NOT welcome parent volunteers:
1 Strongly Agree 2 Agree 3 Undecided 4 Disagree 5 Strongly Disagree

e. The school staff does **not** consider my schedule when planning meetings about my child:
1 Strongly Agree 2 Agree 3 Undecided 4 Disagree 5 Strongly Disagree

f. Notification of upcoming meetings about my child is provided early:
1 Strongly Agree 2 Agree 3 Undecided 4 Disagree 5 Strongly Disagree

g. The school provides parents with information about their children's educational rights.
1 Strongly Agree 2 Agree 3 Undecided 4 Disagree 5 Strongly Disagree

Q16. Please indicate how important you believe each of the following is in helping you become more involved in your child's Individual Education Planning (IEP) process. Also, circle YES or NO for each item to indicate whether it is available to you at your child's school. (Please circle your answers)

	1 Very Important	2 Somewhat Important	3 Not Important	Does this occur at your Child's School?
a. Information provided about how to participate in Individual Education Planning meetings.....	1	2	3	yes no
b. Transportation to IEP meetings that are held at the school.....	1	2	3	yes no
c. Childcare at the meeting location while I attend meetings held about my child	1	2	3	yes no
d. Professionals who use understandable language (no jargon) during meetings.....	1	2	3	yes no
e. A school staff who participates in my community (example: shows interest by attending community events, school sports events, etc.).....	1	2	3	yes no
f. Information provided about parental rights as they pertain to children who have disabilities.....	1	2	3	yes no
g. Information provided about how to access community services for children with disabilities.....	1	2	3	yes no
h. Training for parents about how to work their child who has disabilities.....	1	2	3	yes no
i. A person of the same ethnic background who is trained to provide me with information about my child who has disabilities.....	1	2	3	yes no
j. Materials that I can borrow for working with my child..... ...	1	2	3	yes no

Directions: **Check** the number next to the answer that best describes your situation.

Q17. Which of the following best describes your annual household income? (Please ***check only ONE***)

___1 Less than $5,000
___2 $ 5,000-9,999
___3 $10,000 – 14,999
___4 $15,000 – 19,999
___5 $20,000 – 24,999
___6 $25,000 or more

Q18. Which of the following categories BEST describes your ethnic identification?
(*Please **check** only **ONE** answer*)

___1 American Indian (or Alaska Native)
___2 White (non-Hispanic)
___3 White (Hispanic)
___4 African American
___5 Asian
___6 Other- - -Please specify: _____

Q19. What is the highest level of education that you have completed?
(please **check** only **ONE** choice)

___1 Some high school
___2 Completed high school
___3 Completed a 2-year college degree
___4 Completed a 4-year college degree
___5 Some graduate work
___6 Completed a graduate degree (***check one***): _____Master's _____Doctorate

Directions: **Rank** the choices for items Q20 and Q21. Write numbers on lines to left of items.

Q 20. Regarding information about your child and his/her disability that could be sent home to you by school staff, rank the following from 1 to 4, where 1 ="the item you would want MOST" and 4 = "the item you would want LEAST":

_____a. Videotape
_____b. Information booklets
_____c. Newsletters sent by U.S. Mail
_____d. A parent center where I could borrow materials (e.g., games, other hands-on materials, books, etc.) to use when working with my child at home

Q 21. Regarding the way you would want school staff to personally provide you with information about your child, rank the following using the numbers 1-4, where 1 = "what you would want MOST" and 4 = " what you would want LEAST":

_____a. Trained person of the same ethnic background who comes to my home
_____b. Monthly parent meetings
_____c. Weekly telephone call from the teacher
_____d. Parenting classes to provide ideas about how to work with my child at home

***IEP process**: the process of identification, testing (assessment), special education placement, development of a written Individual Education Plan (IEP), and re-evaluation of a child to determine whether special education should be continued.

Q22. Please provide your own ideas about what you believe would help encourage your increased involvement in the following areas of your child's *IEP process. (Please use an extra sheet of paper if more space is needed to make comments)

a. ***In the assessment process, what would encourage you to increase your involvement in providing information to teachers (and other service providers) about your child who has disabilities?***

b. ***What would have helped you to increase your involvement with teachers (and other service providers) in making your child's educational placement decision?***

3. ***What would help you increase your involvement in providing ideas to teachers (and other service providers) when making decisions about the development of your child's Individual Education Plan (IEP)?***

Thank you for your help with this survey! ☺

1.Please make sure that you have answered all of the questions that you wanted to answer.

2.Please **return** the survey in the self-addressed, stamped envelope (provided) within 10 days.

3.**Fill out, seal, and send your stamped, addressed green Honorarium Card, separately.** By returning the Honorarium Card and completed survey, you will receive a **$5.00 check** in appreciation for the time you have spent helping us with this study.

—Your school's administrator will receive the final report from the survey by summer 2002. Parents may also request a copy of the report from the school. —

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